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ABSTRACT

Activities geared to meet the needs and capabilities of low functioning residents (mental age 2 to 4 years) of an institution who were not benefiting from other language development material are given. The lessons incorporate material from other programs to form a series of 212 daily lesson plans. Each lesson is structured and self-explanatory and is centered around a token reinforcement system. Experiences for vocabulary recognition, conversation building, matching, critical thinking, following directions, and other language skills are described. The lesson plans contained in Volume II were developed in conjunction with the research project on A Language Development Program for Mentally Retarded Children. A full report of the methodology and results of the program is contained in Volume I, EC 004 826. (WW)

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FINAL REPORT

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A LANGUAGE DEVELOPMENT PROGRAM FOR MENTALLY RETARDED CHILDREN
(Volume II of II Volumes)

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A LANGUAGE DEVELOPMENT PROGRAM FOR MENTALLY RETARDED CHILDREN
(Volume II of II Volumes)

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped

LANGUAGE DEVELOPMENT
LESSON SERIES FOR LOW
FUNCTIONING MENTALLY RETARDED
CHILDREN

The 212 daily lesson plans contained in this Volume (II) were developed in conjunction with the research project "A Language Development Program for Mentally Retarded Children." A full report of the methodology and results is contained in Volume I.

Summary

This project was undertaken to determine if non-professional persons could effectively function as "Language Developmentalists" for small groups of children primarily falling in the severely retarded range. The utilization of non-professional personnel serving as language teachers was conceived as one approach in providing more intense speech and language training to a larger segment of the institutional population. The research covered approximately 18 months of language training. The project was undertaken in a state residential institution housing 400 residents, many of whom have concomitant sensory and motor disabilities.

Forty residents were initially selected for participation in the program. An equal number of children served as controls matched on the variables of CA, I.Q., and Language Age. The mean CA for the total group (Language Training and Control) was 13.28 years. The mean I.Q. for the two groups was 33. The experimental edition of the Illinois Test of Psycholinguistic Abilities and the Stanford-Binet Intelligence Scale were administered to both the Language Training and Control groups prior to the start of the program and at the following 9 and 18 month intervals. The Vineland Social Maturity Scale and Mecham Verbal Language Development Scale were administered prior to the program and during the final (18 month) testing period.

Two former Psychiatric Aides were trained as the "Language Developmentalists." The major part of their training took place in the classroom where they were teaching. This was supplemented by informal discussions and readings pertaining to speech and language problems of the mentally retarded, operant learning theory, the role of a language developmentalist, and a short survey of language development materials. The language teachers were provided with appropriate language development materials and supervised during the course of the study by a certified Speech Pathologist serving as the Project Director. One teacher was assigned to twenty children comprising the "low" level classes, the other Language Developmentalist was assigned to twenty children comprising the "high" level classes. Four to six children participated in each class. The classes met daily for approximately one hour. The Peabody Language Development Kits (Levels #1 and 2) were used for the four high level classes. A series of daily lesson plans were developed during the course of the project for use with the four low level classes. A token reinforcement system was used in all classes to reinforce appropriate responses to the materials. The tokens were exchanged for a variety of foods and objects.

Results showed the children attending language classes made significantly greater raw score gains on the ITPA than did the matched Control Group over the 18 month period. The mean pre to post raw score gain on ITPA was 20.41 points for the Language Training Group and 8.25 points for the Control Group. Significantly greater gains in I.Q. scores were made by the Language Training Group when compared to the Control Group at the 9 month interval. Overall pre to post (18 months) gains, in favor of the Language Training Group, did not quite reach the required .05 level of statistical significance ($P < .07$). The mean pre to post I.Q. score gains for the Language Training Group was 3.64 points as compared to .22 points for the Controls. No difference between groups were found on the Vineland Social Maturity Scale or Mecham Verbal Language Development Scale.

Results obtained from the research generally support the position that non-professional persons can be trained to effectively function as Language Developmentalist for severely retarded institutionalized children. This finding should have a significant and advantageous impact on the training and education of institutionalized children. Results from the program point to the need to make greater use of non-professional persons in the formal education and training of retarded children, while utilizing professional persons more as consultants and supervisors to large scale programs involving a significantly greater number of the residential population.

Introduction

The lesson plans contained in this Volume were written and developed during the project to meet the needs and capabilities of those low functioning residents who were not receiving optimal benefit from other language development materials and programs. The lesson plans were primarily written and designed by the Project Director, Mr. Gorin Rutherford. Essentially, the series of lessons reproduced in this Volume were developed for children whose mental ages range from approximately two to four years.

The lesson series makes use of a number of developmental learning programs curricula, and materials which are commercially available. They include: the Peabody Language Development Kits (Levels #P, I, II), American Guidance Service Inc., Publishers Building, Circle Pines, Minnesota; Auditory Training Familiar Sounds, (No. T139), Building Form Concept Through Shapes Puzzles, Association Picture Cards, Building Body Concept Through Animal Puzzles, Developmental Learning Materials, 3505 North Ashland Avenue, Chicago; Three-Dimensional Visual Discrimination Kit (No. 835), The Instructo Corporation, Paoli, Pa.; Colored Yarns (B-8 and B-9) Jumping Peg (C-3), Weight Matching (B-11), Sound Matching (B-29), Versatile Sticks (B-35), LADOCA Aids for Teaching the Mentally Retarded, Project and Publishing Foundation, Inc., East 51st Avenue and Lincoln, Denver, Colorado; Follow Through With Sounds (Indoor-Outdoor) No. LA-MA-EU01A/B Knowledge Aid, Division of Radiant Corporation, Morton Grove, Illinois.

The major intention of developing the present lesson series was not to replace other excellent programs currently available, but to provide a supplement to them in accordance with the needs of very low functioning retarded children. Accordingly, many of the materials from other programs have been included within the present series of lessons.

Basically, an attempt has been made in the present lesson series to provide a structural framework of presenting new materials and concepts. The daily format for presenting the lesson remains fairly constant, yet it is designed to accommodate new materials as learning takes place.

Each daily lesson is well structured and self-explanatory. Competency in presenting the materials should require some practive, yet little direct supervision. The materials and equipment needed for any particular lesson plan are described at the top of each page. As can be noted, the lesson series is centered around a token reinforcement system. The tokens (interlocking plastic chips) are used in the daily lessons to reinforce correct or approximated responses by the children to the various learning tasks. Brightly colored felt pockets (4½" x 6") are pinned on each child when he enters the classroom. The tokens are placed in the pockets by the teacher when the child is being reinforced. The tokens are exchanged at the end of each class for a variety of sweets and small toys made available in the classroom "store." Implementation of the token system would probably require additional training for those persons using the present lesson series. An attempt will not be made to detail those requirements for a token reinforcement system in this Volume. The token system does, of course, necessitate the availability of reinforcers which can be exchanged for the tokens dispensed in the classes.

Lesson Plan - Low Level
Lesson #1 Date:_______________

Purpose: Identification of People - Man, Woman, Boy, Girl, Baby
Materials: Picture Cards PLDK #1--Baby (A-14), Boy (A-3), Girl (A-2), Woman (A-16), Man (A-20), Materials for reinforcements. A figure of a man, woman, boy, girl, or baby (optional).

I. Vocabulary Building Time
A. Recognition
1. Present and name pictures one at a time to each child.
2. Place the pictures on the chalkboard ledge.
(a) Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)."
(b) If response is correct, reinforce the child with praise.
(c) If response is incorrect, say, "THIS IS A (NAME OF PICTURE). HERE IS THE (NAME OF PICTURE REQUESTED). YOU MAY BE SEATED."

B. Expression
1. Following a correct response (I, A), say, "WHO IS THIS?"
2. Encourage each one to produce as much of a sentence as the child is capable. (Example: One child may say, "THIS IS A WOMAN", while another may say, "A WOMAN" or "THIS A WOMAN." Work toward complete sentences.)
3. For acceptable responses, reinforce with a chip.

II. Activity Time
1. Walk with short steps like a boy or a girl.
(a) Demonstrate short steps to the class.
(b) Request each child to walk with short steps like a girl or boy, according to the sex of the child.
(c) In some instances it may be necessary to demonstrate the steps with the child, that is, walking with the child.
(d) Reinforce correct responses.
2. Walk with long steps like a man or a woman.
(a) Demonstrate long steps to the class.
(b) Request each child to walk with long steps like a man or woman, according to the sex of the child.
(c) In some instances it may be necessary to demonstrate long steps while the child walks beside the instructor.
(d) Reinforce correct responses.

3. When a child seems to be able to obey commands (II, 1 and II, 2) give one command to walk like a woman (or man) then to walk like a boy (or girl). For correct responses, reinforce with a chip.

III. Conversation Time
   1. Children should be seated in a circle or semi-circle.
   2. Using one of the pictured people or people-figures placed on the chalkboard ledge, say, "GIVE ME THE (NAME OF OBJECT), (NAME OF CHILD)."
   3. Encourage each child to ask for the object.
      (a) Encourage a child to say, "(NAME) GIVE ME THE (NAME OF OBJECT)." Some children may only say name of object in the beginning. Work toward increasing the length of the request to, "GIVE (NAME OF OBJECT)" then "GIVE ME (NAME OF OBJECT)," etc.
      (b) Reinforce child when requested object is received.

Lesson Plan - Low Level
Lesson #2 Date:____________________

Purpose: Identification of Girl's Clothing
Materials: Picture Cards PLDK #1--Coat (C-37), Gloves (C-40), Dress (C-38), Pajamas (C-42), Shoes (C-45), Girl (A-2); Materials for reinforcement; a shoe or a glove (optional).

I. Vocabulary Building Time
   A. Recognition
      1. Present and name pictures one at a time to each child, say, "THIS IS A GIRL'S______________."
      (Especially if any child appears to have a visual or perceptual problem, the child should hold picture in order to view it.)
      2. Place the pictures on the chalkboard ledge.
      3. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)." If response is correct, reinforce the child with praise. If response is incorrect, say, "THIS IS A (NAME OF PICTURE). HERE IS THE (NAME OF PICTURE REQUESTED). YOU MAY BE SEATED."

   B. Expression
      1. When a child selects the correct picture (I, A), say, "WHAT IS THIS?"
      2. Encourage each one to produce as much of a sentence as the child is capable. (Example: One child may say, "THIS IS A COAT," while another may say, "A COAT," or "THIS A COAT." Work toward complete sentence responses.
      3. For acceptable response, reinforce with a chip.

4. Correct incorrect responses.

II. Activity Time (Pantomime)
   1. Show the picture of gloves to the children. Demonstrate putting on the gloves.
   2. Point to picture of gloves, say, "SHOW HOW YOU PUT THESE ON, (NAME OF CHILD)."
   3. Repeat this activity with shoes.
   4. When each child has accomplished the activity, increase the length of the command (show both pictures--gloves and shoes) say, "SHOW HOW YOU PUT ON THESE, AND RUN TO (SOME IDENTIFIED PLACE)."
   5. Reinforce acceptable responses with praise and a chip.

III. Conversation Time
   1. Children should be seated in a circle or semi-circle.
   2. Using a picture of an item of clothing or a glove or a shoe placed on the chalkboard ledge, say, "(NAME OF CHILD) GIVE ME THE (NAME OF OBJECT)."
   3. Encourage each child to ask for the object.
      (a) Encourage a child to say, "(NAME) GIVE ME THE (NAME OF OBJECT)." Some children may say only the name of the object in the beginning. Work toward increasing the length of the request to "GIVE (NAME OF OBJECT)" then "GIVE ME (NAME OF OBJECT)," etc.
      (b) Reinforce child when requested object is received.

Lesson Plan - Low Level
Lesson #3 Date:____________________

Purpose: Identification of Boy's Clothing
Materials: Picture cards - PLDK #1--Boots (C-25), Raincoat (C-31), Shorts (C-33), Suit (C-35), Pajamas (C-30), Boy (A-3), Materials for reinforcement; A figure of a man, woman, boy, girl, or baby (optional).

I. Vocabulary Building Time
   A. Recognition
      1. Present pictures one at a time to each child. Name each picture as presented, say, "THIS IS A BOY'S ___________." (Especially if any visual problems are suspected, each child should hold the picture.)
      2. Place the pictures on the chalkboard ledge.
      3. Say, "GIVE ME THE (NAME OF PICTURE, (NAME OF CHILD)."
         (a) If response is correct, reinforce the child with praise.
         (b) If response is incorrect, say, "THIS IS A (NAME OF PICTURE). HERE IS THE (NAME OF PICTURE REQUESTED). YOU MAY BE SEATED."

B. Expression
   1. When a child selects the correct picture (I, A), say, "WHAT IS THIS?"
   2. Encourage each one to produce as much of a sentence as the child is capable. (See Lesson #2, I-B-(2) for example). Work toward complete sentence responses.
   3. Reinforce acceptable responses.
   4. Correct incorrect responses.

II. Activity Time (Pantomime)
   1. Show the picture of the boots to the children. Demonstrate putting on the boots.
   2. Point to the picture of the boots, say, "SHOW HOW YOU PUT THESE ON, (NAME OF CHILD)."
   3. Repeat this activity with raincoat.
   4. When each child has accomplished the activity, increase the length of the command (show both pictures--boots and raincoat) say, "SHOW HOW YOU PUT ON THESE, AND RUN TO (IDENTIFY PLACE), (NAME OF CHILD)."
      (Demonstration of (II,4) may be necessary.)

III. Conversation Time
   1. Children should be seated in a circle or semi-circle.
   2. Using a picture of an item of clothing or one of the people-figures placed on the chalkboard ledge, say, "GIVE ME THE (NAME OF OBJECT), (NAME OF CHILD)."
   3. Encourage each child to ask for the object.
      (a) Encourage a child to say, "(NAME) GIVE ME THE (NAME OF OBJECT)." Some children may say only the name of the object in the beginning. Work toward increasing the length of the request.
      (b) Reinforce child when requested object is received.

Lesson Plan - Low Level
Lesson #4 Date: ____________________

Purpose: Identification of Woman's Clothing
Materials: Picture Cards PLDK #1 -- Apron (C-12), Blouse (C-13), Purse (C-20), Stockings (C-23), Swimsuit (C-24), Woman (A-16); A woman's purse; Materials for reinforcements.

Picture (A-16) displayed as a reminder that the clothing is worn by a woman.

I. Vocabulary Building Time
   A. Recognition
      1. Present pictures one at a time to each child. Name each picture as presented, say, "THIS IS A

WOMAN'S_______________." (Each child should hold the picture while viewing it.)

2. Place the pictures on the chalkboard ledge.
3. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)."
    (a) If the response is correct, reinforce the child with praise.
    (b) If the response is incorrect, say, "THIS IS A (NAME OF PICTURE). HERE IS THE (NAME OF PICTURE REQUESTED). YOU MAY BE SEATED."

B. Expression

1. When a child selects the correct picture (I, A), say, "WHAT IS THIS?"
2. Encourage each one to produce as much of a sentence as the child is capable.
3. For acceptable responses, reinforce with a chip.
4. Correct incorrect responses.

II. Activity Time (Pantomime)

1. Present the pictures of an apron, a purse, and stockings. Demonstrate how each item would be used.
2. Show the picture of an apron, say, "SHOW HOW YOU PUT ON THIS, (NAME OF CHILD)."
3. Continue alternating the cards (apron, purse, stockings) so each child has opportunity to engage in one activity.
4. Reinforce each correct response with praise and a PLDK chip.
5. Attempt to make possible each child engaging in different activity during the days this lesson is used.

III. Conversation Time

1. Show the purse and compare it with the pictured purse (C-20).
2. As the children are seated in a circle or semi-circle, with the purse on a table or chalkboard ledge, say, "GIVE ME THE PURSE, (NAME OF CHILD)." Praise the correct response.
3. Show the children that you are placing a chip in the purse. Encourage the children to ask for the purse. Remind the children that the chip will be theirs when they ask for the purse.

Lesson Plan - Low Level
Lesson #5 Date:_______________________

Purpose: Identification of Man's Clothing
Materials: Picture Cards: Man's - Overcoat (C-5); Hat (C-3); Suit (C-10); Pajamas (C-4); Shoes (C-8); Man (A-20); a man's hat (not in kit); Reinforcement materials.

Picture (A-20) displayed for reminding that the clothing is worn by a man.

I. Vocabulary Building Time
  A. Recognition
    1. Present pictures one at a time to each child. Name each picture as presented, say, "THIS IS A MAN'S___________."
    2. Place the pictures on the chalkboard ledge.
    3. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)."
      (a) If the response is correct, reinforce the child with praise.
      (b) If the response is incorrect, say, "THIS IS A (NAME OF PICTURE). HERE IS THE (NAME OF PICTURE REQUESTED). YOU MAY BE SEATED."

  B. Expression
    1. When a child selects the correct picture (I, A), say, "WHAT IS THIS?"
    2. Encourage each one to produce as much of a sentence as the child is capable.
    3. For acceptable responses, reinforce with a chip.
    4. Correct incorrect responses.

II. Activity Time (Pantomime)
  1. Show the picture of the hat, demonstrate how to put on the hat.
  2. Say, "(NAME OF CHILD) SHOW ME HOW YOU USE THIS." (Point to picture).
  3. Reinforce correct response with a chip.

III. Conversation Time
  1. Show the hat and compare it with the pictured hat (C-3).
  2. Place the hat on a table. Say, "(NAME OF CHILD) GIVE ME THE HAT." Praise the correct response.
  3. Show the child that you are placing a PLDK chip on the hat. Encourage the child that the PLDK chip will be his when he receives the hat.

(A time of one minute should be allotted for each child in which to respond by asking for the hat. If no response during the one minute period, request the child to be seated. The child may request the hat as many times as possible during the one-minute period.)

Lesson Plan - Low Level
Lesson #6 Date:____________________

Purpose: Identification of Baby's Clothing
Materials: Picture cards -- Baby (A-14); Bib (C-48); Cap (C-49); Mittens (C-51); Overalls (C-52); Sweater (C-56); Materials for reinforcement; A small pair of mittens.

Picture (A-14) displayed for reminding that the clothing is worn by a baby.

I. Vocabulary Building Time
   A. Recognition
      1. Present and name pictures one at a time to each child, say, "THIS IS A BABY'S____________." (Each child should hold the picture while viewing it.)
      2. Place the pictures on the chalkboard ledge.
      3. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)."
         (a) If the response is correct, reinforce with praise.
         (b) If the response is incorrect, say, "THIS IS A (NAME OF PICTURE). HERE IS THE (NAME OF PICTURE REQUESTED). YOU MAY BE SEATED."

   B. Expression
      1. When a child selects the correct picture (I, A), say, "WHAT IS THIS?"
      2. Encourage each one to produce as much of a sentence as the child is capable.
      3. For acceptable responses, reinforce with a chip.
      4. Correct incorrect responses.

II. Conversation Time
   1. Show the mittens and compare them with the picture of the baby's mittens (C-51).
   2. Place a mitten on the table, ask a child to give a mitten. Encourage the child to ask for the mitten from the instructor. (Do this for demonstration purposes.)
   3. Hold a mitten and a PLDK chip, request that any child say, "GIVE ME THE MITTEN." When a child requests the mitten in an acceptable manner, reinforce the child with a PLDK chip.

III. Activity Time
   1. Place two pictures on the chalkboard ledge. Ask the children to look at the pictures.

2. Hand the pictures to a child and say, "PUT THEM ON THE CHALKBOARD LEDGE JUST LIKE I DID."
3. For a correct response, reinforce with a chip.
4. Use different pictures for each child.

Lesson Plan - Low Level
Lesson #7 Date:____________________

Purpose: Review of Clothing for: Boy, Man, Woman
Materials: Picture cards: Man (A-20); Woman (A-16); Boy (A-3); Overcoat (C-5); Hat (C-3); Suit (C-10); Pajamas (C-4); Shoes (C-8); Apron (C-12); Blouse (C-13); Purse (C-20); Stockings (C-23); Swimsuit (C-24); Boots (C-25); Raincoat (C-31); Shorts (C-33); Suit (C-35); Pajamas (C-30); Materials for reinforcement; Man's hat (not in kit).

I. Review - Vocabulary Building Time
1. Cards will not be named as presented by the Language Developmentalist.
2. Place 5-pictures of boy's clothing on the chalkboard ledge-(Boots, C-25; Raincoat, C-31; Shorts, C-33; Suit C-35; Pajamas C-30).
3. Say, "(NAME OF CHILD), GIVE ME THE (NAME OF PICTURE)."
4. If correctly selected, say, "WHAT IS THIS?"
5. For acceptable response, reinforce with a chip.
6. If incorrectly selected, request the child to be seated.
7. Continue with the above procedure for the woman's clothing and the man's clothing.

II. Review - Activity Time
1. No demonstration of activities by the Language Developmentalist.
2. Show the pictures one at a time to a child, say, "SHOW ME HOW YOU WOULD PUT ON THIS (OR THESE)." Pictures to be used - Boots (C-25); Apron (C-12); Hat (A-20).
3. For a correct response, reinforce with a chip.

III. Review - Conversation Time
1. Place the man's hat on a table.
2. Encourage any child to ask for the hat.
3. For a correct response, reinforce with a chip.

Lesson Plan - Low Level
Lesson #8 Date:____________________

Purpose: Review of Clothing for: Baby and Girl
Materials: Picture cards: Baby (A-14); Girl (A-2); Coat (C-37); Gloves (C-40); Dress (C-38); Pajamas (C-42); Shoes (C-45); Bib (C-48); Cap (C-49); Mittens (C-51); Overalls (C-52); Sweater (C-56); Materials for reinforcement; woman's purse (not in kit).

I. Review - Vocabulary Time

1. Cards will not be named as presented by the Language Developmentalist.
2. Place 5-pictures of girl's clothing on the chalkboard ledge-Bib, C-48; Cap, C-49; Mittens, C-51; Overalls, C-52; Sweater, C-56.
3. Say, "GIVE ME THE (NAME OF PICTURE) (NAME OF CHILD)."
4. If incorrectly selected, say, "WHAT IS THIS?"
5. For acceptable response, reinforce with a chip.
6. If incorrectly selected, request the child to be seated.
7. Continue with the above procedure for the baby's clothing.

II. Review - Activity Time

1. No demonstration of activities by the Language Developmentalist.
2. Show the pictures one at a time to a child, say, "SHOW ME HOW YOU WOULD PUT ON THIS (OR THESE)."
   Pictures to be used - Mittens, C-51; Apron, C-12; Stockings, C-23.
   For correct responses, reinforce with chips.

III. Review - Conversation Time

1. Place the woman's purse on a table.
2. Encourage any child to ask for the purse.
3. For acceptable responses, reinforce with a chip.

Lesson Plan - Low Level
Lesson #9 Date:____________________

Purpose: Classification of Family Clothing

Materials: All cards used for identification of clothing for man, woman, girl, boy and baby - Overcoat (C-5); Hat (C-3); Suit (C-10); Pajamas (C-4); Shoes (C-8); Apron (C-12); Blouse (C-13); Purse (C-20); Stockings (C-23); Swimsuit (C-24); Coat (C-37); Gloves (C-40; Dress (C-38); Pajamas (C-42); Shoes (C-45); Boots (C-25); Raincoat (C-31); Shorts (C-33); Suit (C-35); Pajamas (C-30); Bib (C-48); Cap (C-49); Mittens (C-51); Overalls (C-52); Sweater (C-56); Woman (A-16); Man (A-20); Baby (A-14); Girl (A-2); Boy (A-3); PLDK chips; Materials for reinforcement. Woman's purse, man's hat, baby's bib.

Pictures - A-16, A-20, A-14, A-2, A-3, will be used to emphasize which classification of clothing requested.

I. Classification Time

1. Present and name each picture (one at a time) of a classification of clothing, either man, woman, girl, boy, or baby. Say, "THIS (OR THESE) IS (OR ARE) BOY'S CLOTHING." Place 5-pictures of clothing on the chalkboard ledge. Stress that these are all the (classification) clothing. EXAMPLE: "THESE ARE ALL PICTURES OF BOY'S CLOTHING."
2. Say, "GIVE ME ALL OF THE BOY'S CLOTHING), (NAME OF CHILD)."
3. Request the child to be seated when it appears the child feels the task is completed, even if some pictures remain on the chalkboard ledge.
4. Presenting to the child the pictures selected by the child, say, "THIS IS THE (CLASSIFICATION) (ITEM OF CLOTHING), FOR GIVING THIS, YOU RECEIVE A CHIP." Reinforce with chip.
5. Continue this activity until all children have had opportunity to select one of the classifications of clothing (man's, woman's, boy's girl's, baby's). Each child will have a different classification.
6. Place two pictures, each from separate classifications, (EXAMPLE: BOY'S SHORTS AND WOMAN'S PURSE) on the chalkboard ledge. Name each picture, (EXAMPLE: "THIS IS A WOMAN'S PURSE").
7. Say, "GIVE ME THE (CLASSIFICATION) CLOTHING, (NAME OF CHILD)." If selection is correct, say, "WHAT IS THIS?"
8. If named correctly, using both classification and name of clothing, reward with a chip, and ask for the other picture of classification of clothing. When selection is made say, "WHAT IS THIS?" Again the response should be classification and name of clothing. (For some children a complete sentence should be recognized as a correct response, for other children only the name of the item of clothing will be recognized as sufficient to receive a chip.)
9. Increase the difficulty of the task by placing two pictures of one classification and one of another classification, then three pictures of one classification and two of another.

II. Conversation Time

1. Use woman's purse, man's hat, or baby's bib.
2. Require children to ask for one of the items. Reinforce the child, who asks and receives an item, with a chip.

Lesson Plan - Low Level
Lesson #10 Date:____________________

Purpose: Identification of peer's pictures
Materials: A picture of each child in the group mounted on a cardboard 7" x 9"; PLDK chips; Materials for reinforcement.

I. Vocabulary Building Time
  1. Present pictures to the class, one at a time, to each child. Let each child hold the picture as instructor names the picture. Then say, "GIVE ME THE PICTURE OF (NAME OF CHILD PICTURED)."
  2. Place all the pictures on the chalkboard ledge.
     (a) Say, "(NAME OF CHILD), GIVE ME THE PICTURE OF (NAME A CHILD)."
     (b) Following a correct selection of a picture, request the child to name the child pictured. (Each child should be encouraged to produce as much as possible of the sentence, "THIS IS A PICTURE OF (NAME OF CHILD)." Reinforce a correct response with a chip.
     (c) If selection of a picture is incorrect, identify the correct picture, and request the child to be seated.
     (d) Following a correct response of selection and naming the picture, say, to the child, "GIVE (NAME OF CHILD PICTURED) (HIS or HER) PICTURE." Reinforce a correct response with chip.
     (e) Request the picture from the child receiving the picture, say, "GIVE ME YOUR PICTURE."
     (f) Incorrect responses should be corrected, and request the child to be seated.

II. Activity Time
  1. Place the children's pictures in various locations in the room.
  2. Say, "(NAME OF CHILD) GO STAND BY YOUR PICTURE."
  3. Say, "(NAME OF CHILD) GO STAND BY (NAME OF ANOTHER CHILD) PICTURE."
  4. As a variation, say, "ALL OF YOU GO STAND BY YOUR PICTURE." (It may be necessary to name all children, then give the command - "GO STAND BY YOUR PICTURE."
  5. As each child is reinforced with a PLDK chip, say, "(NAME OF CHILD), TAKE YOUR PICTURE AND BE SEATED."

III. Conversation Time
  1. Ask a child to place his picture on the chalkboard ledge.
  2. Request the child, named above (III-1) to ask for the other children's picture to be placed on the chalkboard ledge.

3. Reinforce with PLDK chip, each request for which a child receives a picture.
4. Reinforce the child who gives his picture when requested with praise.

Lesson Plan - Low Level
Lesson #11 Date:______________________

Purpose: Identification of personal items
Materials: PLDK Pictures - Glasses (C-57); Ring (C-58); Umbrella (C-59); Watch (C-60); Comb (H-5); Soap (H-12); Toothbrush (H-13); Towel (C-15); Clock (C-20); Toothpaste (H-14); Materials for reinforcement; Objects--a ring; a watch; a clock; a towel.

I. Vocabulary Building Time
1. Present and name pictures, one at a time, to each child. Name a use of each item, such as, "THESE ARE GLASSES TO WEAR ON THE EYES."
2. Place the pictures on the chalkboard ledge.
3. Say, "(NAME OF CHILD), GIVE ME THE (NAME PICTURE), THAT YOU (NAME USE OF PICTURED OBJECT)."
4. Following a correct selection of a picture, request the child to name the picture. Encourage each child to produce as much as possible of the sentence, "THIS IS A______________." Reinforce a correct response with a PLDK chip.
5. If selection of a picture is incorrect, say, "NO, THIS IS A (NAME OF PICTURE), GIVE ME THE____________."
6. If response is incorrect the second time, have the child be seated immediately.

II. Activity Time (Pantomime)
1. Present a picture of a toothbrush (H-13) and toothpaste (H-14), say, "THESE ARE USED FOR BRUSHING TEETH."
2. Demonstrate putting toothpaste on the toothbrush and brushing teeth.
3. Say, "(NAME OF CHILD) SHOW HOW YOU USE THESE." (Pointing to pictures of toothpaste and toothbrush)
4. If both actions, placing toothpaste on toothbrush and brushing motion, are produced, reinforce with 2-chips. For only one action, reinforce with one chip.

III. Conversation Time
1. Show the ring, watch, clock, and towel. Compare these objects with like pictures.
2. Place the 4-objects on a table. Encourage children to ask for one of the four items.
3. Encourage the children to request objects from each other.
4. Reinforce with a chip a child for asking and receiving an object.

Lesson Plan - Low Level
Lesson #12

Date:____________________

Purpose: (1) Identification by name of personal items.
(2) Identification by use of personal items.

Materials: PLDK Pictures - Glasses (C-57); Ring (C-58); Umbrella (C-59); Watch (C-60); Comb (H-5); Soap (H-12); Toothbrush (H-13); Towel (C-15); Clock (C-20); Toothpaste (H-14); Objects - a ring, a watch, a clock, a towel; PLDK chips; Materials for reinforcement.

I. Vocabulary Building Time
   1. Present pictures to the class, placing them on the chalkboard ledge. (Only present the pictures to the individual child who appears to have a visual problem.) Name each item-picture and the use of each item, as presented in Lesson No. 11, such as "THIS IS A TOOTHBRUSH FOR BRUSHING YOUR TEETH."
   2. Ask for the pictures by use, such as, "(NAME OF CHILD) GIVE ME WHAT YOU (WEAR ON YOUR FINGER)."
      a. Following a correct selection of the picture, request the child to name the picture. (Encourage each child to respond with a sentence, "THIS IS A (NAME OF PICTURE)."
      b. For a correct response, reinforce with a chip.
      c. If selection of a picture is incorrect, say, "NO, THIS IS A (NAME OF PICTURE), GIVE ME THE (NAME OF PICTURE) THAT YOU WOULD (NAME USE OF PICTURED OBJECT)."

II. Activity Time (Pantomime)
   1. Demonstrate to the class as each picture is presented - Comb (H-5), King (C-58), Umbrella (C-59), describing the use of each pictured item.
   2. Show the picture of a comb, say, "SHOW HOW TO USE THIS." For a correct response, reinforce with a chip.
   3. Show the picture of an umbrella, say, "SHOW HOW TO USE THIS WHEN YOU GO OUT IN THE RAIN."
   4. Reinforce with a chip for opening the umbrella or for holding the umbrella (2-chips possible).

III. Conversation Time
   1. Place the objects (ring, watch, clock, towel) on a table.
   2. Encourage each child to request objects from the instructor or other children. Those children with one or two word responses, gradually increase the demand for longer requests, such as "GIVE RING," then "GIVE ME RING," then "(NAME OF PERSON) GIVE ME THE RING."

3. Reinforce a request which receives an object requested with a chip.
4. Reinforce a request, such as "(NAME OF PERSON) GIVE ME THE RING," with praise and two PLDK chips. (A two chip reinforcer should be limited to only those full requests which are presented with high voice intensity and intelligibility).

Lesson Plan - Low Level
Lesson #13 Date:______________

Goal: Identification of Animals and Birds. (A trip to the farm with the man, woman, boy, girl, and baby.

Materials: PLDK Pictures (P-level)--People (family) (X-13); Red-bird (A-1); Owl (A-2); Cat (A-5); Dog (A-9); Car (U-4); PLDK chips; Safety-pins; Materials for reinforcement; Recording of above animal sounds; The Farm in the Spring (Y-1) (optional); Tape Recorder.

I. Story Time

(1) Present the People-card (X-13), say, "THESE PEOPLE, MAN, WOMAN, BOY, GIRL, BABY, ARE GOING TO THE FARM."

(2) "THEY WILL RIDE IN THIS CAR." (Show car U-4).

(3) "AS THEY (POINT TO PEOPLE) RIDE IN THE CAR (POINT TO CAR) THE PEOPLE SEE A RED-BIRD AND AN OWL." (Present the bird and owl as named).

(4) Say, "AT THE FARM,(PRESENT FARM (Y-1) (optional) THE PEOPLE SEE (Show pictures as named) A CAT AND A DOG."

II. Vocabulary Building Time

(1) Place the pictures on the chalkboard ledge (Red-bird, Owl, Cat, and Dog.

(2) Place the people (X-13) in the upper corner of the chalkboard.

(3) Identification

  (a) Say,"(NAME OF CHILD), GIVE ME THE (NAME OF PICTURE)."

  (b) If selection of a picture is incorrect, say, "THIS IS A __________; GIVE ME THE __________."

  (c) If response is incorrect the second time, request the child to be seated immediately.

(4) Expression

  (a) Following a correct selection of a picture (3-a), request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A _________."

  (b) Reinforce a correct response with a PLDK chip. When a child responds rapidly and correctly, reinforce with 2 chips, directing attention as to why 2 chips are given.

III. Listening Time

(1) Encourage the children to listen as the pre-recorded sounds are played--red-bird, owl, cat, dog--Reinforce with a chip all children who appeared to listen.

(2) Play the pre-recorded sounds again. During this 2nd playing of sounds, show the picture of the object producing the sound.

IV. Listening and Identification Time
  (1) Place the pictures which have pre-recorded sounds, (red-bird, owl, cat, and dog) on the chalkboard ledge.
  (2) Encourage the children to listen to a sound, say, "FIND WHAT MADE THAT SOUND, (NAME OF CHILD)." If named, say, "YES, NOW GIVE ME THE ________."
  (3) Reinforce with a chip, a correct response.
  (4) For an incorrect response, say, "NO, THAT WAS NOT A ______." "THAT WAS A __________." "HERE IS THE ________." (Point to picture).

Lesson Plan - Low Level
Lesson #13-A

Date:_______________

Goal: Identification of Animals and Birds (A Trip to the farm with the man, woman, boy, girl and baby).

Materials: PLDK pictures (P-level--(People X-13), Hen (A-12), Rooster (A-19), Turkey (A-21, Cow (A-8), Duck (A-10), The Farm in the Spring (Y-1) (optional); PLDK chips; Safety-pins; Materials for reinforcements; Recording of above animal sounds; Tape recorder.

I. Story Time
  (1) Present the People-card (X-13), say, "REMEMBER, YESTERDAY THESE PEOPLE--MAN, WOMAN, BOY, GIRL, AND BABY, WENT TO THE FARM." (Point to pictures).
  (2) (Show car, U-4), say, "REMEMBER, THE PEOPLE RODE IN THIS CAR."
  (3) Say, "HERE ARE MORE THINGS THEY SAW AT THE FARM." (Show pictures as named--a horse, a pig, a bee, and a sheep).
  (4) Reinforce with a chip any child who attended to the presentation of Story Time. Remind the class that chip was given for listening to the story.

II. Vocabulary Building Time
  (1) Place the pictures on the chalkboard ledge--horse, pig, bee, sheep, and car.
  (2) Place the People (X-13) in the upper corner of the chalkboard.
  (3) Identification
    (a) Say, "(NAME OF CHILD) GIVE ME THE (NAME OF PICTURE."
    (b) If selection of a picture is incorrect, say, "THIS IS A____________, GIVE ME THE ____________."
    (c) If response is incorrect the second time, request the child to be seated immediately.
  (4) Expression
    (a) Following a correct selection of a picture (3-a), request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A ________."

(b) Reinforce a correct response with a PLDK chip. When a child responds rapidly and correctly, reinforce with 2 chips, directing attention as to why 2-chips are given.

III. Listening Time
(1) Encourage the children to listen as the pre-recorded sounds are played (hen, rooster, turkey, cow, and duck).
(2) Reinforce with a chip all children who appear to listen.
(3) Play the pre-recorded sound (III-1) again. During the second playing of sounds, show the picture of the object producing the sound.
(4) Reinforce with a chip all children who attend to the presentation.

IV. Listening and Identification Time
(1) Place the pictures with pre-recorded sounds (hen, rooster, turkey, cow and duck) on the chalkboard ledge.
(2) Encourage listening to a sound, say, "FIND WHAT MADE THAT SOUND, (NAME OF CHILD)." If named, say, "YES, NOW GIVE ME THE __________."
(3) Reinforce with a chip, a correct response.
(4) For an incorrect, say, "NO, THAT IS NOT A __________, THAT WAS A __________." "HERE IS THE __________." Point to picture.

Lesson Plan - Low Level
Lesson #14 Date:__________

Goal: Identification of Animals and Birds. (Continued - A Trip to the Farm)

Materials: PLDK Pictures (P-level) - People (X-13); Horse (A-13); Pig (A-16); Bee (A-37); Sheep (A-20); Car (U-4); The Farm in the Spring (Y-1) (optional); PLDK chips; Safety-pins; materials for reinforcement; recording of above animal sounds; tape recorder.

I. Story Time
(1) Present the People-card (X-13), say, "REMEMBER, YESTERDAY THESE PEOPLE, MAN, WOMAN, BOY, GIRL, AND BABY, WENT TO THE FARM." (Point to picture, The Farm in the Spring, if used).
(2) (Show car, U-4), say, "REMEMBER, THE PEOPLE RODE IN THIS CAR."
(3) Say, "HERE ARE MORE THINGS THEY SAW ON THE FARM." (Show pictures as named - a horse, a pig, a bee, and a sheep.)
(4) Reinforce with a chip any child who attended to the presentation of "Story Time." Remind the class that a chip was given for listening to the story.

II. Vocabulary Building Time
(1) Place the pictures on the chalkboard ledge. (Horse, pig, bee, sheep, car)

(2) Place the people (X-13) in the upper corner of the chalkboard.

(3) Identification

  (a) Say, "(NAME OF CHILD), GIVE ME THE (NAME OF PICTURE."

(4) Expression

  (a) Following a correct selection of a picture, request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A ________." Reinforce a correct response with a PLDK chip.

(5) If selection of a picture is incorrect, say, "NO, THIS IS A __________, GIVE ME THE ___________."

(6) If response is incorrect the second time, request the child to be seated immediately.

When a child responds rapidly and correctly, reinforce with 2 chips, directing attention as to why 2 chips are given.

III. Listening Time

(1) Encourage the children to listen as the pre-recorded sounds are played. (horse, pig, bee, sheep, and car)

(2) Reinforce with a chip all children who appear to listen.

(3) Play the pre-recorded sounds again. During this 2nd playing of sounds, show the picture of the objects producing the sound.

(4) Reinforce with a chip all children who attend to the presentation.

IV. Listening and Identification Time

(1) Place the pictures which have pre-recorded sounds, horse, pig, bee, sheep, car, on the chalkboard ledge.

(2) Encourage listening to a sound, say, "FIND WHAT MADE THAT SOUND, (NAME OF CHILD)." If named, say, "YES, NOW GIVE ME THE __________."

(3) Reinforce with a chip, a correct response.

(4) For an incorrect response, say, "NO, THAT IS NOT A _________." "THAT IS A __________." "HERE IS THE __________." Point to picture.

Lesson Plan - Low Level
Lesson #15 Date:______________

Goal: Recall of trip to the farm

Materials: PLDK pictures (P-level)--People (X-13), Red-bird (A-1), Owl (A-2), Cat (A-5), Dog (A-9), Hen (A-12), Rooster (A-19), Turkey (A-21), Car (U-4); The Farm in the Spring (Y-1) (optional); One or more stuffed animals in the above list.

I. Story Time

1. Present the People card (X-13), say, "REMEMBER THESE PEOPLE: MAN, WOMAN, BOY, GIRL, AND BABY, WHO WENT TO THE FARM?"

(Point to each person as named, and point to The Farm in the Spring (Y-1), if used.

2. Show Car (U-4), say, "REMEMBER, THE PEOPLE RODE IN THIS CAR TO THE FARM." (Show pictures as named - a red-bird, owl, a cat, a dog, a hen, a rooster, and a turkey.

II. Vocabulary Building Time
1. Place 8 cards on the ledge.
2. Say, "GIVE ME ONE PICTURE FROM THE FARM, (NAME OF CHILD)."
3. Following selection, request the child to name the pictured object. Reinforce a correct response with a PLDK chip.
4. If response is incorrect, say, "NO, THIS IS A ________." Request the child to be seated.
5. Task (II-2) may be increased to ask for two or three things from the farm, or the task might include asking for one thing seen on the farm and what the people rode in to the farm. In each case request the naming of each pictured object selected.

III. Conversation Time
1. Use the "stuffed animals" as objects to be requested by each child. Encourage each child to say, "GIVE ME THE _______, (NAME OF CHILD)."
2. Reinforce each child with a PLDK chip who receives the "stuffed animal" when requested.
3. The Language Developmentalist should gradually remove from this activity, except to reinforce with the PLDK chips. If one child seems to monopolize this activity, allow this to continue, reinforce the child with praise, attention, and a PLDK chip.

Lesson Plan - Low Level
Lesson 15-A Date________________

Goal: Recall of trip to the farm
Materials: PLDK pictures, (P-level)--People (X-13), Car (U-4), Cow (A-8), Duck (A-10), Horse (A-13), Pig (A-16), Bee (A-37), Sheep (A-20), The Farm in the Spring (Y-1) (optional); One or more stuffed animals in the above list.

I. Story Time
1. Present the People card (X-13), say, "REMEMBER, THESE PEOPLE: MAN, WOMAN, BOY, GIRL, AND BABY, WHO WENT TO THE FARM?" (Point to each person as named, and point to The Farm in the Spring (Y-1), if used.
2. Show car, (U-4), say, "REMEMBER, THE PEOPLE RODE IN THIS CAR TO THE FARM?"
3. Say, "HERE ARE THE THINGS THEY SAW ON THE FARM." (Show pictures as named) - a cow, a duck, a horse, a pig, a bee, and a sheep.

II. Vocabulary Building Time

1. Place 7 cards on the ledge.
2. Say, "GIVE ME ONE PICTURE FROM THE FARM, (NAME OF CHILD)."
3. Following selection, request the child to name the pictured object. Reinforce a correct response with a PLDK chip.
4. If response is incorrect, say, "NO, THIS IS A __________."
5. Task (II-2) may be increased to ask for two or three things from the farm, or the task might include asking for one thing seen on the farm and what the people rode in to the farm. In each case, request the naming of each pictured object selected.

III. Conversation Time

1. Use the "stuffed animals" as objects to be requested by each child. Encourage each child to say, "GIVE ME THE ________ (NAME OF CHILD)."
2. Reinforce each child with a PLDK chip who receives the "stuffed animal" when requested.
3. The Language Developmentalist should gradually remove from this activity, except to reinforce with the PLDK chips. If one child seems to monopolize this activity, allow this to continue, reinforce the child with praise, attention, and a PLDK chip.

Lesson Plan - Low Level
Lesson #16 Date:______________

Purpose: Identification of Animals and Birds, and Their Sounds

Materials: PLDK pictures (P-level)--People (family) (X-13); Red-bird (A-1); Owl (A-2); Cat (A-5); Dog (A-9); Hen (A-12); Rooster (A-19); Turkey (A-21; Car (U-4); Materials for reinforcement; Recording of above animal sounds; Tape Recorder; One or more stuffed animals from the above list.

I. Listening Time

1. Encourage the children to listen as the pre-recorded sounds are played.
2. Reinforce with a chip each child who appeared to listen.
3. Play the pre-recorded sounds again. During this second playing of sounds, show the picture of the object producing the sound.
4. Remind the children that these are the sounds of some things seen during the trip to the Farm.

II. Listening and Identification Time

1. Place the pictures which have pre-recorded sounds (Red-bird, Owl, Cat, Dog, Hen, Rooster, Turkey, Car) on the chalkboard ledge.
2. Encourage the children to listen to a sound, say, "FIND WHAT MADE THAT SOUND, (NAME OF CHILD." If named,

say, "YES, NOW GIVE ME THAT PICTURE."

3. Request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A _________."
Reinforce a correct response with a chip.

4. If response is incorrect, request the child to be seated immediately. When a child responds rapidly and correctly, reinforce with 2-chips, directing attention as to why 2-chips are given.

III. Conversation Time

1. Use the "stuffed animals" as objects to be requested by each child. Encourage each child to say, "GIVE ME THE _______________, (NAME OF CHILD)."

2. Reinforce with a chip each child who receives the stuffed animal when requested.

3. The Language Developmentalist should gradually remove herself from this activity, except to reinforce with chips. If one child seems to monopolize this activity, allow this to continue, reinforce the child with praise, attention, and a chip.

Lesson Plan - Low Level
Lesson #17 Date:_______________________

Purpose: Identification of Animals and Birds, and Their Sounds
Materials: PLDK pictures (P-level)--People (family) (X-13), Cow (A-8), Duck (A-10, Horse (A-13), Pig (A-16), Bee (A-37), Sheep (A-20), The Farm in the Spring (Y-1) (optional); Materials for reinforcement; Recording of the above animal sounds; Tape recorder; One or more stuffed animals from the above list.

I. Listening Time
1. Encourage the children to listen as the pre-recorded sounds are played.
2. Reinforce with a chip, each child who appeared to listen.
3. Play the pre-recorded sounds a second time. During this second playing of sounds, show the pictures of the object producing the sound.
4. Remind the children that these are the sounds of some things seen during the trip to the farm.

II. Listening and Identification Time
1. Place the pictures which have pre-recorded sounds (cow, duck, horse, pig, bee, sheep) on the chalkboard ledge.
2. Encourage the children to listen to a sound, say, "FIND WHAT MADE THAT SOUND, (NAME OF CHILD)." If named, say, "YES, NOW GIVE ME THE PICTURE."
3. Request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A_________." Reinforce a correct response with a chip.
4. If a response is incorrect, request the child to be seated immediately.
5. When a child responds rapidly and correctly, reinforce with 2-chips, directing attention as to why 2-chips are given.

III. Conversation Time
1. Use the "stuffed animals" as objects to be requested by each child. Encourage each child to say, "GIVE ME THE _______________, (NAME OF CHILD)."
2. Reinforce with a chip each child who receives the stuffed animal when requested.
3. The Language Developmentalist should gradually remove herself from this activity, except to reinforce with

chips. If one child seems to monopolize this activity, allow this to continue, reinforcing the child with praise, attention, and a PLDK chip.

4. When one has received all the stuffed animals, that child may encourage others to ask for the stuffed animals, as the child who has the animals may realize that so long as he has the animals he cannot ask for these objects or receive chips.

Lesson Plan - Low Level
Lesson #18 Date:____________________

Purpose: Identification of colors
Materials: PLDK Cards (Level #1)--Black (D-1), Purple (D-7), Red (D-8), White (D-9); PLDK Chips--Black, Purple, Red, White; Reinforcement materials.

I. Activity Time (Matching)
1. Present color-cards to each child one at a time.
2. Permit each child to hold the card as the instructor names the color. Then say, "GIVE ME THE_______COLOR CARD, (NAME OF CHILD)."
3. Select PLDK chips which match the color cards.
4. Direct class attention to the chips and cards as a color chip and a color card are matched, say, "LOOK, I PUT A________COLOR CHIP UNDER THE_________COLOR CARD."
5. Say, "GIVE ME THE_______COLOR CARD AND THE_______ COLOR CHIP, (NAME OF CHILD)."
    a. Reinforce with 2 chips when the child brings both the matching chip and card.
    b. If color selection is correct, but only one item (card or chip), is selected, say, "YES, THAT IS THE _______COLOR, BUT GIVE ME THE (NAME OF COLOR) CHIP/OR CARD." Reinforce with one chip if the child responds correctly to the reminder (5-b).
    c. If the response is incorrect for either (5-a) or (5-b), show and name the correct card and chip, and request the child to be seated.

II. Vocabulary Building Time
A. Recognition
    1. Present color cards to the class as placed upon the chalkboard ledge, name each color as presented.
    2. Say, "GIVE ME THE_________COLOR CARD, (NAME OF CHILD)."
    3. Reinforce a correct response with praise.
    4. If response is incorrect, name the card selected, identify the card requested, and request the child to be seated.
B. Expression
    1. When a child selects the correct color (I, A), say, "WHAT COLOR IS THIS?"

2. Encourage each one to produce as much of a sentence as the child is capable.
3. Reinforce acceptable responses with a chip.

III. Conversation Time
1. Place a color card on the chalkboard ledge.
2. Select a color chip to match the color card, stand near the matching color card, say, "I HAVE A___(COLOR)___ CHIP, WHO WILL ASK ME FOR THIS___(COLOR)___CHIP."
    a. If the responses are slow or unintelligible, encourage saying in unison, "GIVE ME THIS___(COLOR) CHIP."
    b. When the encouragement-in-unison is necessary, reinforce each child who responds with a chip. Do not repeat the unison-response more than three times.
    c. For acceptable requests, reinforce with the chip.
3. Give a child a color chip to match one of the color cards displayed. This child is to stand near the matching color card.
    a. Encourage the child to say, "WHO WANTS THE (NAME OF COLOR) CHIP?" (In some cases the instructor will say, "WHO WANTS THE (NAME OF COLOR) CHIP FROM (NAME OF CHILD HOLDING THE CHIP)?"
    b. Encourage another child to respond with a sentence requesting the chip, such as, "GIVE ME THE___(COLOR) CHIP, (NAME OF CHILD)."
    c. The child receiving the chip upon request will keep the chip as reinforcement.

Lesson Plan - Low Level
Lesson #19
Date:______________________

Purpose: Identification of colors
Materials: PLDK Cards (Level #1)--Black (D-1), Purple (D-7), Red (D-8), White (D-9); PLDK chips--Black, Purple, Red, White and other colors; Reinforcement materials.

I. Activity Time (Matching)
1. Present one color-card, naming it as placed on chalkboard ledge.
2. Give each child a chip to match the color-card. Name the color chip as given to a child.
3. Say, "GIVE ME THE___(COLOR)___COLOR CARD LIKE (OR WHICH MATCHES) YOUR___(COLOR)___COLOR CHIP."
4. For a correct response, reinforce with the chip.
5. Present two color-cards, naming them as placed on the chalkboard ledge.
6. Give each child a chip to match one of the color-cards. Name the color chip as given to a child.
7. Say, "GIVE ME THE__________COLOR CARD LIKE (OR WHICH MATCHES) YOUR________COLOR CHIP."

8. For a correct response, reinforce with the chip.
9. If the child names the color spontaneously, reinforce with 2 chips.

II. Vocabulary Building Time

A. Recognition
   1. Present color cards to the class as placed upon the chalkboard ledge, name each color card as presented.
   2. Say, "GIVE ME THE__________COLOR CARD, (NAME OF CHILD)."
   3. Reinforce a correct response with praise.
   4. If response is incorrect, name the color selected, identify the card requested, and request the child to be seated.

B. Expression
   1. When the correct color is selected (I, A), say, "WHAT COLOR IS THIS?"
   2. Encourage each one to produce as much of a sentence as the child is capable.
   3. Reinforce acceptable responses with a chip.

III. Conversation Time

1. Place a color card on the chalkboard.
2. Select a color chip to match the color card, stand near the matching color card, say, "I HAVE A (COLOR) CHIP, WHO WILL ASK ME FOR THIS (COLOR) CHIP?"
   a. If the responses are slow or unintelligible, encourage saying-in-unison, "GIVE ME THE__________ CHIP."
   b. When the encouragement-in-unison is necessary, reinforce each child who responds with a chip. Do not repeat the unison-response more than 3 times.
   c. For acceptable requests, reinforce with a chip.
3. Give a child a color chip to match a color card displayed. The child is to stand near the matching color card.
4. Encourage the child to say, "WHO WANTS THE (COLOR) CHIP?" (In some cases the instructor will say, "WHO WANTS THE (COLOR) CHIP FROM (NAME OF CHILD)?"
5. Encourage children to respond with, "GIVE ME THE __________CHIP, (NAME)."
6. The child receiving the chip upon request will keep the chip as reinforcement.
7. Language developmentalist should attempt to be less involved in conversation time.

Lesson Plan - Low Level
Lesson #20

Date:________________________

Purpose: Identification and matching colors

Materials: PLDK cards (Level #1)--Black (D-1), Purple (D-7), Red (D-8), White (D-9); Shoes (C-34), Shoes (C-45), Grapes (E-5); PLDK chips--Black, Purple, Red, White and other colors; Reinforcement materials.

I. Activity Time
   1. Name each color card as placed upon the chalkboard.
   2. Name each card--Red-Coat (C-37), White-Shoes (C-34), Black-Shoes (C-45), Purple-Grapes (E-5), allow each child to hold each card for examination.
   3. As the cards of (I-2), are placed near the matching color card, such as, white shoes (C-34), black shoes (C-45), red coat (C-37), and purple grapes (E-5), say, "I PUT THE WHITE SHOES BY THE WHITE CARD," ETC.
   4. Say, "GIVE ME THE (WHITE SHOES) AND (WHITE CARD), (NAME)." Continue until each child has had opportunity with each color item.
   5. Reinforce correct responses with 2 chips. If only one card is brought, request the other card, reinforce with 1 chip, only.
   6. For an incorrect response, request the child to be seated. Identify the correct and incorrect cards.

II. Vocabulary Building Time
   A. Recognition
      1. Place the white shoes, the black shoes, red coat and purple grapes on chalkboard. Name each item as presented.
      2. Say, "GIVE ME (COLOR) (NAME OF OBJECT), (NAME OF CHILD)."
      3. If response is incorrect, show matching color, say, "GIVE ME THE PICTURE THAT MATCHES THIS COLOR."
      4. If response is incorrect, request the child to be seated.
      5. If response is correct, show the matching color card, and say, "YES, THESE MATCH."
   B. Expression
      1. Request the child to name the object. Name of color and name of object are important. Encourage a sentence response from all who are capable.
      2. Reinforce responses with one or two chips depending upon the nature of the response.

III. Conversation Time

1. Place a picture and matching color chip on the chalkboard. Identify each by name and color.
2. Say, "HERE IS A BLACK SHOE AND BLACK CHIP, WHO WILL SAY, GIVE ME THE BLACK CHIP?"
3. Reinforce correct request with the chip.
4. Give a child a color chip to match a picture on the chalkboard.
   a. Encourage the child to say, "WHO WANTS THE________ CHIP?" (With some children the instructor will say "WHO WANTS THE________ CHIP FROM (NAME OF CHILD)?")
   b. Encourage children to respond with, "GIVE ME THE ________ CHIP, (NAME)."
   c. The child receiving the chip upon request will keep the chip to exchange at the close of the period.
   d. The language developmentalist should attempt to be less involved in conversation time.

Lesson Plan - Low Level
Lesson #21 Date:__________________

Purpose: Identification of Circus Sights (A Trip to the Circus with the Man, Woman, Boy, Girl and Baby)

Materials: PLDK Cards (P-level)--Bear (A-22), Elephant (A-25), Frog (A-29), Lion (A-30), Monkey (A-31), Train (U-18), The circus (T-2), Family (X-13), Clown (P-20); PLDK chips; Materials for reinforcement; Recording of above animals, and train sounds from PLDK-Level P; Tape recorder.

I. Story Time

1. Present the People-card (X-13), say, TODAY, THESE PEOPLE (MAN, WOMAN, BOY, GIRL AND BABY) ARE GOING TO THE CIRCUS." (SHOW CIRCUS Y-2)
2. Show train, say, "THEY WILL RIDE IN THIS TRAIN."
3. Present cards as named, say, "WHEN THE PEOPLE GET TO THE CIRCUS, THEY WILL SEE A BEAR, AN ELEPHANT, A FROG, A LION, A MONKEY, AND A CLOWN."
4. Examination and discussion of the individual pictures and the circus scene might be included in this section of the lesson.
5. For attending to the story, reinforce with a chip.

II. Vocabulary Time

1. Place the pictures on the chalkboard (Bear, Elephant, Frog, Lion, Monkey, Clown).
2. Place the people (X-13) in the upper corner of the chalkboard.
3. Identification
   a. Say, "GIVE ME THE__________, (NAME)."

   b. If selection is incorrect, say, THIS IS A_________, GIVE ME THE___________.
   c. If response is incorrect the second time, request the child to be seated immediately.

4. Expression
   a. Following a correct selection (3-a), request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A_________."
   b. Reinforce a correct response with a chip. For a correct and rapid response, reinforce with 2 chips, directing attention as to why 2 chips are given.

III. Listening Time
1. Encourage the children to listen as the pre-recorded sounds are played--Train, Bear, Elephant, Frog, Lion and Monkey. For listening, reinforce with a chip.
2. Play the pre-recorded sounds again. During the second playing of sounds, show the picture of the object producing the sound, also identify the name of the animal.

IV. Listening and Identification Time
1. Place the pictures on the chalkboard ledge. (Train, Bear, Elephant, Frog, Lion and Monkeys)
2. Encourage the children to listen to a sound, say, "FIND WHAT MADE THAT SOUND, (NAME)." If named correctly, say, "YES, NOW GIVE ME THE___________."
3. Reinforce with a chip, a correct response. If the picture is correctly selected and spontaneously named, reinforce with 2 chips.
4. For an incorrect response, say, "NO, THAT WAS NOT A _________." "THAT WAS A_________." "HERE IS THE _________." (Point to picture.)

Lesson Plan - Low Level
Lesson #22 Date:____________________

Purpose: Recall of trip to the circus
Materials: PLDK pictures (P-level)--Bear (A-22), Elephant (A-25), Frog (A-29), Lion (A-30), Monkey (A-31), Train (U-18), The Circus (Y-2), Family (X-13), Clown (P-20); PLDK chips; Materials for reinforcement; Recording of sounds of a bear, elephant, frog, lion, monkey, and train from PLDK-Level P; Tape recorder; One or more stuffed animals from the list in this lesson.

I. Story Time
1. Present the people (X-13), say, "REMEMBER THESE PEOPLE: MAN, WOMAN, BOY, GIRL, AND BABY, WHO WENT TO THE CIRCUS?" (Point to each object named).
2. Show train (U-18), say, "REMEMBER, THE PEOPLE RODE IN THIS TRAIN TO THE CIRCUS?"

3. Encourage the class to help tell the story by naming the sights at the circus, say, "WHAT DID THE PEOPLE SEE AT THE CIRCUS?"
    a. Reinforce with a chip, any spontaneous correct responses.
    b. If there are no spontaneous responses or when the spontaneous responses have ceased, present one picture at a time (bear, elephant, frog, lion, monkey, and clown) say, "WHAT IS THIS?"
    c. For a correct response, reinforce with a chip.
    d. Present each picture to be named by each child. Reinforce prompted responses with praise only.

II. Listening Time
    1. Encourage the children to listen as the pre-recorded sounds are played. (Bear, elephant, frog, lion, monkey, train)
    2. For appearing to listen, reinforce with a chip.
    3. Play the pre-recorded sounds again. During the second playing of sounds, show the picture of the object producing the sound, say, "WHAT MADE THAT SOUND."
    4. For all correct spontaneous responses, reinforce with a chip.
    5. Correct incorrect responses.

III. Listening and Identification Time
    1. Place on the chalkboard the pictures with pre-recorded sounds (bear, elephant, frog, lion, monkey, train).
    2. Recognition
        a. Encourage listening to a sound, say, "GIVE ME WHAT MADE THAT SOUND, (NAME)."
        b. For a correct response, reinforce with praise.
        c. Correct incorrect response and have the child be seated.
    3. Expression
        a. Following a correct response (2-a), request the child to name the picture. Encourage each child to produce the sentence, "THIS IS A_________."
        b. For an acceptable response, reinforce with a chip.

IV. Conversation Time
    1. Use the stuffed animals as objects to be requested by each child. Encourage each child to say, "GIVE ME THE_________, (NAME)."
    2. Reinforce with a chip each child who receives the stuffed animal when requested.
    3. The Language Developmentalist should gradually remove from this activity except to reinforce with the PLDK chips. If one child monopolizes this activity, allow this to continue, reinforce the child with praise, attention, and a PLDK chip.

Lesson Plan - Low Level
Lesson #23

Date:____________________

Purpose: Recall of trip to the circus
Materials: PLDK pictures (P-level)--Bear (A-22), Elephant (A-25), Frog (A-29), Lion (A-30), Monkey (A-31), Train (U-18), The Circus (Y-2), Family (X-13), Clown (P-20); Materials for reinforcement; Pre-recorded sounds of animals and train; Tape recorder; One or more stuffed animals from the list in this lesson.

I. Story Time
   1. Present the people (X-13), say, "REMEMBER THESE PEOPLE?"
      a. Point to each figure in picture (X-13), say, "WHO IS THIS?"
      b. For a spontaneous answer, reinforce with a chip.
      c. Correct incorrect responses.
   2. Show train (U-18) say, "THE PEOPLE RODE IN THIS?"
      a. Point to train, say, "WHAT IS THIS?"
      b. For a spontaneous answer, reinforce with a chip.
      c. Correct incorrect responses.
   3. Encourage assistance in telling what they saw at the circus, say, "WHAT DID THE PEOPLE SEE AT THE CIRCUS?"
      a. For any spontaneous correct responses, reinforce with chips.
      b. If no spontaneous responses or when spontaneous responses have ceased, present one picture at a time, say, "WHAT IS THIS, (NAME)?"
      c. For correct responses, reinforce with chips.
      d. Present each picture to be named by each child. Reinforce prompted responses with praise only.

II. Listening and Identification Time
   1. Place on the chalkboard the pictures with pre-recorded sounds--bear, elephant, frog, lion, monkey, train.
   2. Recognition
      a. Encourage listening to a sound, say, "GIVE ME WHAT MADE THAT SOUND, (NAME)."
      b. For a correct response, reinforce with praise.
      c. Correct incorrect response and request the child to be seated.
   3. Expression
      a. Following a correct response (2-a), say, "WHAT IS THIS, (NAME)?" Encourage each child to respond with, "THIS IS A__________, (NAME OF TEACHER)."
      b. For an acceptable response, reinforce with a chip.

III. Conversation Time
   1. Use the stuffed animals as objects to be requested by each child. Encourage each child to say, "GIVE ME __________, (NAME)."

2. Reinforce with a chip each child who receives the animal when requested.
3. Allow the members of the class to conduct this section of the lesson, except reinforcing with chips.

Lesson Plan - Low Level
Lesson #24 Date:____________________

Purpose: Identification of Rooms in a Home
Materials: PLDK cards (Level P)--Bathroom (X-16), Bedroom (X-17), Den-library (X-18), Kitchen (X-19), Living room (X-2), People (X-13), Bathtub (H-1), Clock (H-5), Sewing Machine (H-12), Telephone (H-17), Toilet (H-19), Vacuum cleaner (H-22), Glass (H-25), Plate (H-29), Scissors (H-39), Toothbrush (H-41); Pre-recorded sounds of "Sounds of the Home," PLDK (Level P, Record #7; Tape recorder, or record player; PLDK chips; Materials for reinforcement; Plastic glass for each child; container from which water or liquid may be poured; water or liquid for drinking.

I. Story Time
  1. Present the people (X-13), say, "REMEMBER THESE PEOPLE?"
     a. Point to each figure in (X-13), say, "WHO IS THIS?"
     b. Reward with a chip spontaneous responses.
     c. Correct incorrect responses.
  2. Say, "THESE PEOPLE LIVE IN A HOUSE."
  3. Say, "THERE ARE ROOMS IN THE HOUSE."
  4. Present and name each room pictured--Bathroom, Bedroom, Den-L, Kitchen, and Living room. Allow time for examination of each picture by each child.

II. Vocabulary Building Time
  A. Recognition
     1. Name the pictures of rooms as placed on the chalkboard.
     2. Say, "GIVE ME THE___(PICTURE)___, (NAME)."
     3. If response is correct, reinforce the child with praise.
     4. If response is incorrect, say, "THIS IS A__(PICTURE), HERE IS THE (PICTURE REQUESTED)___. YOU MAY BE SEATED."
  B. Expression
     1. When a child responds correctly (II, A, 2), say, "WHAT IS THIS?"
     2. Encourage each child to produce the sentence, "THIS IS A____________."
     3. Reinforce a correct response with a chip. When a child responds rapidly and correctly, reinforce with 2 chips and praise, directing attention as to why 2 chips are given.

III. Listening Time
1. Encourage the children to listen as the pre-recorded sounds are played--Sounds of the Home, Record 7--Side B, PLDK (Level P). Reinforce with a chip children who appear to listen.
2. Play the pre-recorded sounds again. During this second playing of sounds, show each picture of the object associated with the sound. Time should be taken to explain what occurs (Example: Bathtub being filled will need explanation as will others need explanation). Reward with a chip each child attending to the lesson.
3. Play the pre-recorded sounds a third time.
    a. Encourage spontaneous responses as to what is heard.
    b. Reinforce with a chip only spontaneous responses.
    c. Reinforce with praise responses which follow a prompting by the instructor.

IV. Conversation Time
1. Play the pre-recorded sound "Pouring liquid into a glass."
2. Use the plastic glasses and container from which liquid may be poured.
    a. Pour a small amount of liquid from container into each glass (label a glass for each child).
    b. Say, "WHO WILL ASK ME FOR A DRINK BY SAYING, 'GIVE ME A DRINK, (NAME OF INSTRUCTOR).'"
3. Reinforce requests with the glass with contents, and praise. If request is spontaneous, intelligible, and the complete sentence, a chip may also be provided as reinforcement.

Lesson Plan - Low Level
Lesson #25 Date:____________________

Purpose: Identification of Rooms and Sounds in a Home
Materials: PLDK cards (Level P)--Bathroom (X-16), Bedroom (X-17), Den-library (X-18), Kitchen (X-19), Living room (X-20), People (X-13), Bathtub (H-1), Clock (H-5), Sewing machine (H-12), Telephone (H-17), Toilet (H-19), Vacuum cleaner (H-22), Glass (H-25), Plate (H-29), Scissors (H-39), Toothbrush (H-41); Pre-recorded sounds of "Sounds of the Home," PLDK (Level P), Record #7; Tape recorder, or record player; PLDK chips; Materials for reinforcement; Plastic glass for each child; container from which water or liquid may be poured; water or liquid for drinking.

I. Vocabulary Building Time
  A. Recognition
    1. Name the pictures of rooms as placed on the chalkboard.

a. Remind the class that these are the rooms in the house where the people (K-13) live.
b. Say, "GIVE ME THE __________,(NAME)."
2. If response is correct, reinforce the child with praise.
3. If response is incorrect, say, "THIS IS A __________, HERE IS THE __________. YOU MAY BE SEATED."
B. Expression
1. When a child has responded correctly to (I, A), say, "WHAT IS THIS?"
2. Encourage each child to produce the sentence, "THIS IS A __________."
3. Reinforce a correct response with a chip. For unusually good responses (rapid and correct), reinforce with 2 chips and praise, directing attention as to why 2 chips are given.

II. Listening Time
1. Encourage the children to listen as the pre-recorded sounds are played. (Sounds of the Home)
a. Show the pictures of the objects associated with the sounds.
b. Place these pictured objects on the chalkboard.
c. Remove the last 5 pictures from chalkboard (Vacuum, glass, plate, scissors and toothbrush.
2. Play the first five pre-recorded sounds a second time.
a. Say, "GIVE ME WHAT MADE THE SOUND, (NAME)."
b. For a correct response, identify the sound, (As an example, say, "THAT WAS THE SOUND OF A BATHTUB BEING FILLED.") Reinforce correct response with a chip.
c. For an incorrect response, correct by saying, (Example: "THAT WAS NOT THE SOUND OF A BATHTUB BEING FILLED, THAT WAS THE SOUND OF A CLOCK TICKING.") Request the child to be seated.

III. Conversation Time
1. Play the pre-recorded sound "Pouring liquid into a glass."
2. Use the plastic glasses and container from which liquid may be poured.
a. Pour a small amount of liquid from container into each glass (label a glass for each child).
b. Say, "WHO WILL ASK ME FOR A DRINK BY SAYING, 'GIVE ME A DRINK, (NAME OF INSTRUCTOR).'"
3. Reinforce requests, with the glass with contents, and praise. If request is spontaneous, intelligible and a complete sentence, a chip may also be provided as reinforcement.

Lesson Plan - Low Level
Lesson #26

Date: ____________________

Purpose: Identification of Rooms and Sounds in a Home
Materials: PLDK cards (Level P)--Bathroom (X-16), Bedroom (X-17), Den-library (X-18), Kitchen (X-19), Living room (X-20), People (X-13), Bathtub (H-1), Clock (H-5), Sewing machine (H-12), Telephone (H-17), Toilet (H-19), Vacuum cleaner (H-22), Glass (H-25), Plate (H-29), Scissors (H-39), Toothbrush (H-41); Pre-recorded sounds of "Sounds of the Home," PLDK (Level P), Record #7, Tape recorder, or record player; PLDK chips; Materials for reinforcement; Plastic glass for each child; container from which water or liquid may be poured; water or liquid for drinking.

I. Vocabulary Building Time
  A. Recognition
    1. Name the pictures of rooms as placed on the chalkboard.
      a. Remind the class that these are the rooms in the house where the people (X-13) live.
      b. Say, "GIVE ME THE________, (NAME)."
    2. If response is correct, reinforce the child with praise.
    3. If response is incorrect, say, "THIS IS A_________, HERE IS THE_________. YOU MAY BE SEATED."
  B. Expression
    1. When a child has responded correctly to (I, A), say, "WHAT IS THIS?"
    2. Encourage each child to produce the sentence, "THIS IS A________________."
    3. Reinforce a correct response with a chip. For unusually good responses (rapid and correct) reinforce with 2 chips and praise, directing attention as to why 2 chips are given.

II. Listening Time
  1. Encourage the children to listen as the pre-recorded sounds of the home are played.
    a. Show the pictured objects associated with the sounds.
    b. Place these pictured objects on the chalkboard.
    c. Remove the first 5 pictured objects from the chalkboard, (Bathtub, clock, sewing machine, telephone, toilet).
  2. Play the last five pre-recorded sounds a second time.
    a. Say, "GIVE ME WHAT MADE THE SOUND, (NAME)."
    b. For a correct response, identify the sound, (for example, say, "THAT WAS THE SOUND OF A VACUUM CLEANER." Reinforce correct response with a chip.

c. For an incorrect response, correct by saying, (Example: "THAT WAS NOT THE SOUND OF_____ _____ _____, THAT WAS THE SOUND OF A VACUUM CLEANER.") Request the child to be seated.

III. Conversation Time

1. Play the pre-recorded sound "Pouring liquid into a glass."
2. Use the plastic glasses and container from which liquid may be poured.
    - a. Pour a small amount of liquid from container into each glass (label a glass for each child).
    - b. Say, "WHO WILL ASK FOR A DRINK BY SAYING, 'GIVE ME A DRINK, (NAME OF INSTRUCTOR.'"
3. Reinforce requests, with the glass with contents, and praise. If request is spontaneous, intelligible and a complete sentence, a chip may also be provided as reinforcement.

Lesson Plan - Low Level
Lesson #27 Date:____________________

Purpose: Identification of Foods
Materials: PLDK cards (Level P)--Bacon (F-1), Cereal (F-4), Eggs (F-11), Toast (F-29), Milk (F-18), People (X-13); PLDK chips; Materials for reinforcement.

I. Story Time

1. Present the people (X-13) say, "REMEMBER THESE PEOPLE?"
    - a. Point to each figure in (X-13) say, "WHO IS THIS?"
    - b. For spontaneous responses, reinforce with a chip.
    - c. Correct incorrect responses.
2. Say, "HOW MANY PEOPLE IN THE PICTURE? LET US COUNT THEM." Count the people.
3. Say, "HERE IS ONE MAN, ONE WOMAN, ONE BOY, ONE GIRL, AND ONE BABY." As you count one of each persons, hold up one finger.
4. Say, "TODAY LET US SEE WHAT THE PEOPLE (X-13) EAT FOR BREAKFAST."
    - a. Present and name the foods (bacon, cereal, eggs, toast, milk). Allow time for examination of each picture by each child.
    - b. Present the food cards individually a second time. Name and discuss the number of items in each picture, such as one glass of milk, number of pieces of bacon, etc.

II. Vocabulary Building Time

A. Recognition

1. Name the picture foods as placed on the chalkboard.
2. Say, "GIVE ME THE________(NAME)."
3. If response is correct, reinforce with praise.

4. If response is incorrect, say, "THIS IS A_________, HERE IS THE________. YOU MAY BE SEATED."

B. Expression
   1. When response is correct (II, A) say, "WHAT IS THIS?"
   2. Encourage each child to produce the sentence, "THIS (OR THESE) IS (ARE)_______________."
      a. Reinforce a correct response with a chip and praise.
      b. If incorrect response, correct and request the child to be seated.
   3. When response is correct (II, B, 1) say, "HOW MANY__________ARE IN THE PICTURE?"
      a. Reinforce a correct response with a chip and praise.
      b. If response is incorrect, correct and request the child to be seated.

III. Activity Time (Do What I Do)
   1. Ask one child to come and sit in a chair facing the instructor.
   2. Say, as instructor claps hands one time, "CLAP ONE TIME."
      a. Reinforce a correct response with a chip and praise.
      b. If incorrect response, demonstrate a 2nd time and request the child to take his regular seat.

IV. Conversation Time
   1. Use one black chip.
   2. Encourage the children to ask for the chip by saying, "GIVE ME ONE BLACK CHIP, (NAME)."
   3. Reinforce with praise and the chip.

Lesson Plan - Low Level
Lesson #28

Date:____________________

Purpose: Identification of Foods
Materials: PLDK cards (Level-P)--Cheese (F-5), Crackers (F-8), Hamburger (F-12), Pie (F-21), Soda pop (F-25), People (X-13); PLDK chips; Materials for reinforcement.

I. Story Time
   1. Present the People (X-13), say, "REMEMBER THESE PEOPLE?"
      a. Point to each figure in (X-13), say, "WHO IS THIS?"
      b. Reward with a chip spontaneous responses.
      c. Correct incorrect responses.
   2. Say, "HOW MANY PEOPLE IN THE PICTURE? LET US COUNT THEM." Count the people.

3. Say, "HERE IS ONE MAN, ONE WOMAN, ONE BOY, ONE GIRL, AND ONE BABY." As you count one of each person, hold up one finger.
    a. Encourage the class to repeat (I, 3) in unison.
    b. Reinforce responses with a chip.
4. Say, "TODAY, LET US SEE WHAT THE PEOPLE (X-13) EAT FOR LUNCH."
    a. Present and name the foods (cheese, crackers, hamburger, pie, soda pop). Allow time for examination of each picture by each child.
    b. Present the food cards individually a second time. Name and discuss the number of items in each picture, such as one hamburger, number of crackers, etc.

II. Vocabulary Building Time
  A. Recognition
    1. Name the pictured foods as placed on the chalkboard.
    2. Say, "GIVE ME THE________, (NAME)."
    3. If response is correct, reinforce with praise.
    4. If response is incorrect, say, "THIS IS A_________, HERE IS THE__________. YOU MAY BE SEATED."
  B. Expression
    1. When response is correct (II, A), say, "WHAT IS THIS?"
    2. Encourage each child to produce the sentence, "THIS (THESE) IS (ARE)___________."
        a. Reinforce a correct response with a chip and praise.
        b. If response is incorrect, correct and request the child to be seated.

III. Activity Time (Do What I Do)
  1. Ask one child to come and sit in a chair facing the instructor.
  2. Say, as instructor claps hands 2 times, "CLAP 2 TIMES."
      a. Reinforce a correct response with a chip and praise.
      b. Correct an incorrect response, request the child to be seated.

IV. Conversation Time
  1. Use two black chips.
  2. Encourage the children to ask for the chips by saying, "GIVE ME 2 BLACK CHIPS, (NAME)."
  3. Reinforce with praise and the chips.

Lesson Plan - Low Level
Lesson #29 Date:____________________

Purpose: Identification of Foods
Materials: PLDK cards (Level P)--Beans, green (F-2), Cake (F-3), Jello (F-15), Meat (F-16), Milk, chocolate (F-17), People (X-13); PLDK chips; Materials for reinforcement.

I. Story Time
  1. Present the people (X-13).
    a. Point to each figure in (X-13), say, "WHO IS THIS?"
    b. Reward with a chip spontaneous responses.
    c. Correct incorrect responses.
  2. Say, "HERE IS ONE MAN, ONE WOMAN, ONE BOY, ONE GIRL AND ONE BABY." As you count one of each person, hold up one finger.
    a. Ask different children, "IS THERE ONE__________IN THE PICTURE?"
    b. Encourage a response of "YES, THERE IS ONE________ IN THE PICTURE."
    c. Reinforce correct responses with a chip.
  3. Say, "TODAY THE PEOPLE (X-13) WILL EAT DINNER."
    a. Present and name the foods (Green beans, cake, jello, meat, chocolate milk). Allow time for examination of each picture by each child.
    b. Present the food cards individually a second time. Name and discuss the color of the items, such as green beans, brown chocolate milk, etc.

II. Vocabulary Building Time
  A. Recognition
    1. Name the pictured foods as placed on the chalkboard.
    2. Say, "GIVE ME THE_________, (NAME)."
    3. If response is correct, reinforce with praise.
    4. If response is incorrect say, "THIS IS A__________, HERE IS THE___________. YOU MAY BE SEATED."
  B. Expression
    1. When response is correct (II, A) say, "WHAT IS THIS?"
    2. Encourage each child to produce the sentence, "THIS (THESE) IS (ARE)___________."
      a. Reinforce a correct response with a chip and praise.
      b. If incorrect response, correct and request the child to be seated.
    3. When response is correct (II, B, 1) say, "HOW MANY ____________ARE IN THE PICTURE?"
      a. Reinforce a correct response with a chip and praise.
      b. If response is incorrect, correct and request

the child to be seated.

III. Activity Time (Do What I Do)
   1. Ask one child to come to the front of the room.
   2. Hold up one finger and say, "JUMP ONE TIME." Instructor may demonstrate.
      a. Reinforce a correct response with a chip and praise.
      b. Correct an incorrect response, request the child to be seated.
   3. If response is correct (III, 2), say, "(NAME), YOU JUMPED ONE TIME, JUMP 2-TIMES."
   a. Reinforce with praise and a chip.
   b. Correct an incorrect response, and request the child to be seated.

IV. Conversation Time
   1. Use three black chips.
   2. Encourage the children to ask for the chips by saying, "GIVE ME 3 BLACK CHIPS, (NAME)."
   3. Reinforce with praise and the chips.

Lesson Plan - Low Level
Lesson #30 Date:_______________

Purpose: Identification of Toys
Materials: PLDK cards (Level-P)--Bicycle (T-4), Airplane (T-1), Pail and Shovel (T-17), Wagon (T-37), Tractor (T-32), People (X-13); PLDK chips; Materials for reinforcement.

I. Story Time
   1. Present the people (X-13).
      a. Say, "TODAY WE ARE GOING TO TALK ABOUT THE BOY'S TOYS."
      b. Say, "COME AND POINT TO THE BOY (In X-13), (NAME)."
      c. Reward with a chip.
      d. Correct incorrect responses.
   2. Present and name the toys (Bicycle, airplane, pail and shovel, wagon, tractor). Allow time for each child to examine each picture.
   3. Present the toy cards a second time. Name and discuss numbers in each picture, such as, the bicycle has 2 wheels, the airplane has 2 wheels, there are 2 toys in this picture (pail and shovel), the wagon has 4 wheels, etc.
   4. Reinforce attention with a chip.

II. Vocabulary Building Time
   A. Recognition

1. Name the pictured toys as placed on the chalkboard.
2. Say, "GIVE ME THE__________, (NAME)."
3. If response is correct, reinforce with praise.
4. If response is incorrect say, "THIS IS A_________, HERE IS THE__________. YOU MAY BE SEATED."

B. Expression
1. When response is correct (II, A) say, "WHAT IS THIS?"
2. Encourage each child to produce the sentence, "THIS IS A___________."
    a. Reinforce a correct response with a chip and praise.
    b. If incorrect response, correct and request the child to be seated.

III. Activity Time
1. Explain that each child will jump as many times as a number in a picture. Present the bicycle, say, "THE BICYCLE HAS 2 WHEELS, JUMP 2 TIMES, (NAME)." Instructor may demonstrate.
    a. Reinforce a correct response with a chip and praise.
    b. Correct an incorrect response, request the child to be seated.
2. Other pictures (airplane, wagon, pail and shovel, or tractor may be presented to class who respond correctly and rapidly to (III, 1).

IV. Conversation Time
1. Use one white chip.
2. Encourage the children to ask for the chip by saying, "GIVE ME ONE WHITE CHIP, (NAME)."
3. Reinforce with praise and the chip.

Lesson Plan - Low Level
Lesson #31

Date:__________________

Purpose: Identification of Toys
Materials: PLDK cards (Level P)--Doll and doll kit (T-8), Doll Buggy (T-9), Doll House (T-10), Tea set (T-30), People (X-13); PLDK chips; Materials for reinforcement.

I. Story Time
1. Present the people (X-13).
    a. Say, "TODAY WE ARE GOING TO TALK ABOUT THE GIRL'S TOYS."
    b. Say, "COME AND POINT TO THE GIRL (in X-13), (NAME)."
    c. For a correct response, reinforce with a chip.
    d. Correct incorrect responses.
2. Present and name the toys (Doll and doll kit, doll buggy, doll house, tea set). Allow time for each child to examine each picture.

3. Present the boy cards a second time. Discuss how the girl would play with the toys.
4. Reinforce spontaneous responses or attention with a chip.

II. Vocabulary Building Time
   A. Recognition
      1. Name the pictured toys as placed on the chalkboard.
      2. Say, "GIVE ME THE___________, (NAME)."
      3. If response is correct, reinforce with praise.
      4. If response is incorrect, say, "THIS IS A_________, HERE IS THE__________. YOU MAY BE SEATED."
   B. Expression
      1. When response is correct (II, A) say, "WHAT IS THIS?"
      2. Encourage each child to produce the sentence, "THIS IS A___________."
         a. Reinforce a correct response with a chip and praise.
         b. If incorrect response, correct and request the child to be seated.

III. Activity Time
   1. Explain that each child will jump as many times as a number in a picture. Present the doll buggy, say, "THE DOLL BUGGY HAS 4 WHEELS, JUMP 4 TIMES, (NAME)." Instructor may demonstrate.
      a. Reinforce a correct response with a chip and praise.
      b. Correct an incorrect response, request the child to be seated.

IV. Conversation Time
   1. Use two white chips.
   2. Encourage the children to ask for the chip by saying, "GIVE ME 2 WHITE CHIPS."
   3. Reinforce with praise and the chips.

Lesson Plan - Low Level
Lesson #32   Date:____________________

Purpose: Identification of Toys
Materials: PLDK Cards (Level-P)--Blocks (T-5), Jungle gym (T-16), Rake, hoe and shovel (T-19), Sandbox (T-21), Scooter (T-22), People (X-13); PLDK chips; Materials for reinforcement; toy, block, rake, hoe or shovel (optional).

I. Story Time
   1. Present the people (X-13).
      a. Say, "TODAY WE WILL TALK ABOUT TOYS FOR BOYS AND GIRLS."

        b. Say, "COME AND POINT TO THE BOY AND THE GIRL (in X-13) (NAME)."
        c. For a correct response, reinforce with a chip.
        d. Correct incorrect responses.
    2. Present and name the toys (blocks, jungle gym, rake, hoe and shovel, sand box, scooter). Allow time for each child to examine each picture.
    3. Present the toy cards a second time. Name and discuss numbers in each picture, such as, number of blocks, one jungle gym, 3 things in picture of (rake, hoe and shovel), 2 wheels on the scooter, etc.
    4. Reinforce attention or good spontaneous responses with a chip.

II. Vocabulary Building Time
    A. Recognition
        1. Name the pictured toys as placed on the chalkboard.
        2. Say, "GIVE ME THE_________(NAME)."
        3. If response is correct, reinforce with praise.
        4. If response is incorrect, say, "THIS IS A_________, HERE IS THE________. "YOU MAY BE SEATED."
    B. Expression
        1. When response is correct (II, A) say, "WHAT IS THIS?"
        2. Encourage each child to produce the sentence, "THIS IS A__________."
            a. Reinforce a correct response with a chip and praise.
            b. If incorrect response, correct and request the child to be seated.

III. Activity Time
    1. Explain that each child will jump as many times as a number in a picture, example: present the picture of blocks. If anyone in the class can count the number of blocks, encourage this activity. Then say, "THERE ARE__________BLOCKS, JUMP_______TIMES, (NAME)." Demonstration or counting in unison may be helpful.
        a. Reinforce correct responses with a chip and praise.
        b. Correct an incorrect response, request the child to be seated.

IV. Conversation Time
    1. Use a block, hoe, rake, shovel or a white chip.
    2. Encourage the children to ask for one of the above items by saying, "GIVE ME THE_________, (NAME)."
    Reinforce with praise and a chip.

Lesson Plan - Low Level
Lesson #33 Date:____________________

Purpose: Identification of Toys
Materials: PLDK cards (Level P)--See-saw (T-23), Roller Skates (T-25), Slide (T-28), Swing (T-29), Tricycle (T-34), People (X-13); PLDK chips; Materials for reinforcement; toy block, rake, hoe or shovel (optional).

I. Story Time
  1. Present the people (X-13).
    a. Say, "TODAY WE WILL TALK ABOUT TOYS FOR BOYS AND GIRLS."
    b. Say, "COME AND POINT TO THE BOY AND THE GIRL, (NAME)."
  2. Present and name the toys (see-saw, roller skates, slide, swing, tricycle). Allow time for each child to examine each picture.
  3. Present the toy cards a second time. Name and discuss numbers in each picture, such as, number of skates, number of wheels on the tricycle, etc.
  4. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
  A. Recognition
    1. Name the pictured toys as placed on the chalkboard.
    2. Say, "GIVE ME THE_________, (NAME)."
    3. If response is correct, reinforce with praise.
    4. If response is incorrect, say, "THIS IS A_________, HERE IS THE____________. YOU MAY BE SEATED."
  B. Expression
    1. When response is correct (II, A), say, "WHAT IS THIS?"
    2. Encourage each child to produce the sentence, "THIS IS A__________."
      a. Reinforce a correct response with a chip and praise.
      b. If incorrect response, correct and request the child to be seated.

III. Activity Time
  1. Present the picture of the roller skates.
  2. Demonstrate how to put on the skates and how to use the skates.
  3. Show the picture of roller skates to a child, say, "SHOW HOW TO USE THESE, (NAME)."
    a. Reinforce correct response with a chip and praise.
    b. Correct an incorrect response. Praise a prompted response, do not reinforce with a chip.

IV. Conversation Time
  1. Use a block, hoe, rake, shovel or a white chip.
  2. Encourage the children to ask for one of the above items by saying, "GIVE ME THE________, (NAME)."
  3. Reinforce with praise and a chip.

Lesson Plan - Low Level
Lesson #34 Date:____________________

Purpose: Identification of Helpers (Barber, Dentist, Fireman, Mailman)

Materials: PLDK cards (Level P), Barber (P-8), Dentist (P-9), Fireman (P-12), Mailman (P-14), PLDK chips; Materials for reinforcement; Used envelopes with stamp representing letters or mail.

I. Story Time
  1. Today we will talk about people. These people help us.
    a. As each card is presented, name according to the activity (barber, dentist, fireman, mailman). Allow time for each child to examine each picture.
    b. Present the cards a second time and identify what the different workers do for us, such as "THE BARBER CUTS HAIR. THE DENTIST TAKES CARE OF TEETH. THE FIREMAN PUTS OUT FIRES. THE MAILMAN BRINGS MAIL (LETTERS, BOOK, ETC.)"
  2. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
  A. Recognition
    1. Name the cards as placed on the chalkboard.
    2. Say, "GIVE ME THE____________, (NAME)."
    3. If response is correct, reinforce with praise.
    4. If response is incorrect, say, "THIS IS A________, HERE IS THE_________. YOU MAY BE SEATED."
  B. Expression
    1. When response is correct (II, A), say, "WHO IS THIS?"
    2. Encourage each child to produce the sentence, "THIS IS A_________."
      a. Reinforce a correct response with a chip and praise.
      b. If incorrect response, correct and request the child to be seated.

III. Activity Time
  1. Demonstrate an activity for one or three (Barber, dentist, fireman) occupations in this lesson. Examples: Barber using scissors or clippers. Dentist looking into a mouth. Fireman spraying water.

2. Present a picture to a child, say, "SHOW HOW A________ WORKS, (NAME OF CHILD)." Or, the 4 pictures might be placed on the chalkboard, ask a child to bring a picture or identify a picture which the child would show how that person does his work.
    a. Reinforce responses with praise and a chip.
    b. Assist those children who fail to respond; reinforce with praise a prompted response.

IV. Conversation Time
1. Use the letter or letters, as one person acts as mailman, encourage the children to say, "GIVE ME A LETTER, MAILMAN (NAME)."
    a. When a child receives a letter, reinforce with a chip.
    b. The child receiving the letter then becomes the mailman.

Lesson Plan - Low Level
Lesson #35 Date:____________________

Purpose: Identification of Helpers (Barber, Dentist, Fireman, Mailman)
Materials: PLDK cards (Level P)--Barber (P-8), Dentist (P-9), Fireman (P-12), Mailman (P-14); PLDK chips; Materials for reinforcement; Used envelopes with stamp representing letters or mail.

I. Story Time
1. Remind the class of the helpers, as the cards are placed on the chalkboard. Also, remind the class as to the work each worker or helper does.
2. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
A. Recognition
1. Name the card and work of each helper, as placed on the chalkboard.
2. Say, "GIVE ME THE PICTURE OF WHO (NAME OF WORK), (NAME)." (Example: "GIVE ME THE PICTURE OF WHO CUTS HAIR, (NAME OF CHILD)."
3. If response is correct, reinforce with a chip, praise, and a comment, "YES, THIS IS THE________, WHO (DOES FOR US)." Child may be seated.
4. Correct incorrect responses, and request the child to be seated.

B. Expression
1. Present a picture to a child, say, "HERE IS A MAN WHO____(WORK)____(EXAMPLE: BRINGS MILK), WHO IS HE?"

        a. A child may be called to come to the front of the room or allowed to remain seated as the Language Developmentalist presents this section of the lesson.
        b. Reinforce correct responses with praise and a chip.
        c. Correct incorrect responses.

III. Activity Time
1. Demonstrate to the class an activity for one or three (barber, dentist, fireman), as in Lesson #34-II.
2. Present a picture to a child and request a child to show how the person pictured works, as in Lesson #34-II.
3. Use those pictures not used in Lesson #34, or if all three pictures were used in Lesson #34, then select those with which the class generally had the most difficulty.

IV. Conversation Time
1. Use the letter, as one person acts as mailman, encourage the children to say, "GIVE ME A LETTER MAILMAN, (NAME)."
    a. When a child receives a letter, reinforce with a chip.
    b. The child receiving the letter then becomes the mailman.

Lesson Plan - Low Level
Lesson #36 Date:____________________

Purpose: Identification of Helpers (Policeman, Doctor, Grocer)
Materials: PLDK cards (Level P)--Policeman (P-17), Doctor (P-10), Grocer (P-13); PLDK chips; Materials for reinforcement; An empty container from grocery store.

I. Story Time
1. "TODAY WE WILL TALK ABOUT PEOPLE WHO HELP US."
    a. As each card is presented, name according to the activity (policeman, doctor, grocer). Allow time for each child to examine each picture.
    b. Present the cards a second time and identify what the different workers do for us, such as, "THE POLICEMAN HELPS IF WE GET LOST OR SHOWS CARS WHERE TO DRIVE." "THE DOCTOR HELPS WHEN WE ARE SICK OR HURT." "THE GROCER SELLS FOOD."
2. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
A. Recognition
    1. Name the cards as placed on the chalkboard.
    2. Say, "GIVE ME THE__________, (NAME)."
    3. If response is correct, reinforce with praise.

        4. If response is incorrect say, "THIS IS A________. HERE IS THE________. YOU MAY BE SEATED."

   B. Expression
      1. When response is correct (II, A), say, "WHO IS THIS?"
      2. Encourage each child to produce the sentence, "THIS IS A__________."
         a. Reinforce a correct response with a chip and praise.
         b. If incorrect response, correct and request the child to be seated.

III. Activity Time
   1. Demonstrate an activity for one or two (policeman, doctor) occupations in this lesson. Examples: Policeman directing traffic (a child or several children might be used to be told to "go" or "stop" by hand signals. The doctor might examine an arm or an ear.
   2. Present a picture to a child, say, "SHOW HOW A________ WORKS, (NAME OF CHILD)." Or, the B2 picture might be placed on the chalkboard, ask a child to bring or identify a picture which the child would show how that person (helper) does his work.
      a. Reinforce responses with praise for doing work like the pictured person, also reinforce with a chip.
      b. Assist those children who fail to respond, reinforce with praise a prompted response.

IV. Conversation Time
   1. Use empty grocery container, as one person acts as grocer, encourage the children to say, "GIVE ME A (CAN), GROCER (NAME OF CHILD)."
      a. When a child receives a container, reinforce with a chip.
      b. The child receiving the container then becomes the grocer.

Lesson Plan - Low Level
Lesson #37   Date:________________

Purpose: Identification of Helpers (Policeman, Doctor, Grocer)
Materials: PLDK cards (Level P)--Policeman (P-17), Doctor (P-10), Grocer (P-13); PLDK chips; Materials for reinforcement; An empty container from grocery store.

I. Story Time
   1. "TODAY WE WILL TALK ABOUT PEOPLE WHO HELP US."
      a. As each card is presented, name according to the activity (policeman, doctor, grocer). Also, remind the class as to the work worker does.
      b. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
  A. Recognition
    1. Name the card and work of each helper, as placed on the chalkboard.
    2. Say, "GIVE ME THE PICTURE OF WHO HELPS THE SICK, (NAME)."
    3. If response is correct, reinforce with a chip, praise and a comment, "YES, THIS IS THE__________, WHO (DOES FOR US)." Child may be seated.
    4. Correct incorrect responses, and request the child to be seated.
  B. Expression
    1. Present a picture to a child, say, "HERE IS A MAN WHO__________(EXAMPLE: DIRECTS CARS), WHO IS HE?"
      a. A child may be called to the front of the room or remain seated as this section of the lesson is presented.
      b. Reinforce correct responses with praise and a chip.
      c. Correct incorrect responses.

III. Activity Time
  1. Demonstrate to the class an activity for one or two (policeman, doctor) as in Lesson #36-II.
  2. Present a picture to a child and request a child to show how the person pictured works, as in Lesson #36-II.

IV. Conversation Time
  1. Use empty grocery container, as one person acts as grocer, encourage the children to say, "GIVE ME A (CAN), GROCER, (NAME OF CHILD)."
  2. When a child receives a container, reinforce with a chip.
  3. The child receiving the container, then becomes the grocer.

Lesson Plan - Low Level
Lesson #38 Date:____________________

Purpose: Identification of Helpers (Farmer, Nurse, Milkman, Teacher)
Materials: PLDK cards (Level P)--Farmer (P-11), Nurse (P-16), Milkman (P-15), Teacher (P-18); PLDK chips; Materials for reinforcement; An empty milk carton.

I. Story Time
  1. Say, "TODAY WE WILL TALK ABOUT OTHER PEOPLE WHO HELP US."
    a. As each card is presented, name according to the activity (farmer, nurse, milkman, teacher). Allow time for each child to examine each picture.

        b. Present the cards a second time and identify what the different workers do for us, such as, "THE FARMER GROWS FOOD." "THE NURSE HELPS WHEN WE ARE SICK." "THE MILKMAN BRINGS MILK." "THE TEACHER HELPS TO LEARN."
    2. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
    A. Recognition
        1. Name the cards as placed on the chalkboard.
        2. Say, "GIVE ME THE________, (NAME)."
        3. If response is correct, reinforce with praise.
        4. If response is incorrect say, "THIS IS A_______, HERE IS THE________. YOU MAY BE SEATED."
    B. Expression
        1. When response is correct (II, A), say, "WHO IS THIS?"
        2. Encourage each child to produce the sentence, "THIS IS A_________."
            a. Reinforce a correct response with a chip and praise.
            b. If incorrect response, correct and request the child to be seated.

III. Activity Time
    1. Demonstrate an activity for one or three (farmer, nurse, teacher) occupations in this lesson. Examples: Farmer driving a tractor. Nurse examining. Teacher writing on the chalkboard.
    2. Present a picture to a child, say, "SHOW HOW A________ WORKS, (NAME OF CHILD)." Or, the 3 pictures might be placed on the chalkboard, ask a child to bring or identify a picture which the child would show how that person (helper) does his work.
        a. Reinforce responses with praise for doing work like the pictured helper, also reinforce with a chip.
        b. Assist those children who fail to respond, reinforce with praise a prompted response.

IV. Conversation Time
    1. Use empty milk carton, as one person acts as milkman, encourage the children to say, "GIVE ME SOME MILK, MILKMAN (NAME OF CHILD)."
        a. When a child receives a container, reinforce with a chip.
        b. The child receiving the container then becomes the milkman.

Lesson Plan - Low Level
Lesson #39 Date:____________________

Purpose: Identification of Helpers (Farmer, Nurse, Milkman, Teacher)

Materials: PLDK cards (Level P)--Farmer (P-11), Nurse (P-16), Milkman (P-15), Teacher (P-18); PLDK chips; Materials for reinforcement; An empty milk carton.

I. Story Time
  1. Say, "TODAY WE WILL TALK ABOUT OTHER PEOPLE WHO HELP US."
    a. As each card is presented, name according to the activity (farmer, nurse, milkman, teacher). Also, remind the class as to the work worker does.
    b. Reinforce attention or good spontaneous responses.

II. Vocabulary Building Time
  A. Recognition
    1. Name the card and work of each helper, as placed on the chalkboard.
    2. Say, "GIVE ME THE PICTURE OF WHO (NAME OF WORK), (NAME)." (Example: "GIVE ME THE PICTURE OF WHO GROWS FOOD, (NAME)."
    3. If response is correct, reinforce with a chip, praise and a comment, "YES, THIS IS THE________, WHO (DOES FOR US)." Child may be seated.
  B. Expression
    1. Present a picture to a child, say, "HERE IS A MAN (WOMAN) WHO____________(EXAMPLE: GROWS FOOD), WHO IS HE?"
      a. A child may be called to the front of the room or remain seated as this section of the lesson is presented.
      b. Reinforce correct responses with praise and a chip.
      c. Correct incorrect responses.

III. Activity Time
  1. Demonstrate to the class an activity for one or three (farmer, nurse, teacher) as in Lesson #38-II.
  2. Present a picture to a child and request a child to show how the person pictured works, as in Lesson #38-II.

IV. Conversation Time
  1. Use empty milk carton, as one person acts as milkman, encourage the children to say, "GIVE ME SOME MILK, MILKMAN (NAME OF CHILD)."
  2. When a child receives a container, reinforce with a chip.
  3. The child receiving the container then becomes the milkman.

Lesson Plan - Low Level
Lesson #40 Date:____________________

Purpose: Identification of Action Words
Materials: PLDK cards (Level #1)--Baby (A-14), Boy (A-3), Man (A-20), Girl (A-2), Woman (A-16), Comb (H-5), Soap (H-12); Materials for reinforcement; PLDK chips.

I. Vocabulary Building Time
  A. Recognition
    1. Name the pictures as placed on the chalkboard. Example: "THIS IS A BOY DRESSING FOR SCHOOL." "THIS IS A MAN HOEING THE GROUND." "THIS IS A GIRL COMBING HER HAIR." "THIS IS A WOMAN WASHING DISHES."
    2. Say, "GIVE ME THE (BABY TAKING A BATH), (NAME)." (Continue with all pictures, identifying each activity with each child.)
    3. If response is correct, reinforce the child with praise.
    4. If response is incorrect, say, "THIS IS A________, HERE IS THE_________. YOU MAY BE SEATED."
  B. Expression
    1. When a child responds correctly to (I, A), say, "WHAT IS THIS (BABY) DOING?"
    2. Encourage each child to respond with a sentence, (Example: "THIS BABY IS TAKING A BATH.")
    3. Reinforce a correct response with a chip. For unusually good responses (rapid and correct) reinforce with 2 chips and praise, directing attention as to why 2 chips are given.

II. Activity Time
  1. Present one at a time pictures of a comb (H-5) and soap (H-12). Demonstrate the activity of how to use these objects, combing hair and washing hands and arms.
  2. Present either the picture of a comb or soap, say, "SHOW ME WHAT YOU SHOULD DO WITH THIS, (NAME)."
    a. Consistently use the same verbal request of (II-2).
    b. Reinforce with a chip and praise, responses which clearly identify the activity.
    c. If the response is not clearly defined, or is not correct, repeat the correct action, do not reinforce with a chip. Turn your attention to another child. If time permits, the picture may be presented to the child a second time following the response of several other children or following the presentation of other picture.

III. Conversation Time

1. Present the picture of a woman washing dishes (A-16), say, "WHEN DISHES GET DIRTY THE WOMAN WASHES THE DISHES." Let each child see the picture, point out what is pictured--the sink, water, soap (suds), and dishes.
2. While holding picture (A-16), say, "WHEN DISHES GET DIRTY WHAT DOES THE WOMAN DO?"
   a. Accept and reinforce with a chip a response of "washes" or "washes the dishes."
   b. Encourage each child to respond with, "THE WOMAN WASHES THE DISHES."

Lesson Plan - Low Level
Lesson #41 Date:____________________

Purpose: Identification of Action Words
Materials: PLDK cards (Level #1)--Baby (A-14), Boy (A-3), Man (A-20), Girl (A-2), Woman (A-16), Sink (H-29), Plate (H-48), Fork (H-42); Materials for reinforcement; PLDK chips.

I. Vocabulary Building Time

A. Recognition
   1. Name the pictures as placed on the chalkboard. Example: "THIS IS A BABY TAKING A BATH."
   2. Say, "GIVE ME THE PICTURE OF SOMEONE (ACTION), (NAME)." (Continue with all five pictures for each child.)
   3. If response is correct, reinforce the child with praise.
   4. If response is incorrect say, "THIS IS A__________, HERE IS THE_________. YOU MAY BE SEATED."

B. Expression
   1. When a child responds correctly to (I, A), say, "WHAT IS THIS PERSON DOING?"
   2. Encourage each child to respond with a sentence. (Example: "THIS BABY IS TAKING A BATH.") (Note: This section has changed slightly from the previous lesson in that the child must now identify the action, without the instructor naming the person engaged in the activity.)
   3. Reinforce a correct response with a chip. For unusually good responses (rapid and correct), reinforce with 2 chips and praise for the rapid and correct response.

II. Activity Time

1. Present the picture of a sink (H-29), a plate (H-48), fork (H-42), explain that when a plate and fork have

been used and become dirty, they must be washed. Demonstrate and explain filling the sink with water, adding soap, and washing the dishes (plate and fork).

2. Present the three pictures (II, 1), say, "SHOW ME WHAT YOU SHOULD DO WITH THESE, WHEN DISHES GET DIRTY, (NAME)."
    a. For some classes or children, it may be necessary to present one item at a time. (Example: Present the dish pan and say, "SHOW ME WHAT YOU SHOULD DO WITH THIS, (NAME)."
    b. Reinforce with a chip and praise, responses which clearly identify the activities.
    c. If the response is not clearly defined, or is not correct, repeat the correct action, do not reinforce with a chip. Turn your attention to another child. If time permits, the child may have a second opportunity to respond following the response of other children, although in such a case the other children should be given opportunity to respond a second time.

III. Conversation Time

1. Present the picture of a girl combing her hair (A-2) to the girls. Present the picture of boy dressing for school (A-3) to the boys. Identify again what the boy and girl are doing in getting ready for school. This could be made into a story for some groups with stress upon "combing hair" or "dressing" as the case may be.
2. While holding either picture (A-2) or (A-3), say, "WHAT IS THIS GIRL (OR BOY) DOING?"
    a. Accept and reinforce with a chip a response of "combing" or "dressing".
    b. Encourage each child to respond with "THIS GIRL (OR BOY) IS (COMBING HER HAIR), OR (DRESSING FOR SCHOOL)."

Lesson Plan - Low Level
Lesson #42 Date:____________________

Purpose: Identification of Action Words
Materials: PLDK cards (Level #1)--Climbing (P-24), Sitting (A-40), Hitting (A-25), Sewing (A-10), Standing (A-45); An extra chair; Materials for reinforcement; PLDK chips.

I. Vocabulary Building Time

A. Recognition

1. Name the pictures as placed on the chalkboard. Example: "THE CHILDREN ARE CLIMBING ON THE JUNGLE GYM." "HE IS SITTING ON A CHAIR." "HE IS HITTING A PUNCHING BAG." SHE IS SEWING A

PATCH ON THE CLOTHES." "HE IS STANDING ON THE FLOOR." Allow time for examination and identification of the pictures, especially with those children who appear to have a visual or perceptual problem.

2. Say, "GIVE ME THE PICTURE OF (CLIMBING), (SITTING), (HITTING) OR (SEWING)." Request only one activity card from a child at a time. Do not identify the person when requesting a picture. Such as, do not say give me the children who are "climbing".
3. If response is correct, reinforce with praise.
4. If response is incorrect, say, "THIS IS (ACTION), HERE IS (ACTION). YOU MAY BE SEATED."

B. Expression
   1. When a child responds correctly to (I, A), say, "WHAT IS (ARE) HE (SHE) (THEY) DOING IN THIS PICTURE?"
   2. Encourage each child to respond with a sentence, (Example: "The children are climbing." "He is sitting." "She is sewing.")
   3. Reinforce a correct response with a chip. For unusually good responses, reinforce with 2 chips and praise.
   4. Incorrect responses should be corrected and the child told to be seated.

II. Activity Time
   1. Place a chair in front of the room, say, "SIT IN THIS CHAIR, (NAME OF CHILD.)"
   2. Language Developmentalist should sit in the chair left vacant with the other children; say, "NOW EVERYONE DO AS I DO AND AS I SAY."
   3. Repeat commands and do them. "STAND." "SIT."
      a. Immediately reinforce each child who obeys the command with a chip and lots of praise.
      b. Ignore those who fail to obey the command, leave them standing or sitting as the case may be.
      c. Continue this activity as interest continues, and hopefully until all respond at the command, to "sit" or "stand".

III. Conversation Time
   1. Leave the chair at the front of the room.
   2. Select or ask for a volunteer to occupy the chair.
   3. Say to child at front of the room, "SIT", "STAND", as the case may be.
   4. Say to another child, "IS (NAME OF CHILD AT THE FRONT OF THE ROOM) SITTING OR STANDING, (NAME OF CHILD)?"
      a. Reinforce correct responses of both children with a chip.
      b. Correct incorrect responses with "NO" and ask another child.

5. After each child has had opportunity to identify the action of the child at the front of the room, select another child to occupy the chair at the front of the room.
   a. Do not select a child unless he has answered correctly.
   b. Give commands rapidly and distinctly in a military manner, as well as the "NO" to an incorrect response.

Lesson Plan - Low Level
Lesson #43 Date:____________________

Purpose: Identification of Action Words
Materials: PLDK cards (Level #1)--Climbing (P-24), Sitting (A-40), Hitting (A-25), Sewing (A-10), Standing (A-45); Materials for reinforcement; PLDK chips; Balloon blown-up tied with a short string and rubber bands; two pieces of cloth, needle and thread.

I. Vocabulary Building Time
   A. Recognition
      1. Name the pictures as placed on the chalkboard, as per Lesson #43.
      2. Say, "GIVE ME THE PICTURE OF (NAME THE ACTIVITY)." Do not identify the person when requesting a picture.
      3. If response is correct, reinforce with praise.
      4. If response is incorrect, say, "THIS IS (ACTION), HERE IS (ACTION). YOU MAY BE SEATED."
   B. Expression
      1. When a child responds correctly to (I, A) say, "WHAT IS (ARE) HE (SHE) (THEY) DOING IN THIS PICTURE?"
      2. Encourage each child to respond with a sentence, (Example: "The children are climbing.")
      3. Reinforce a correct response with a chip. For unusually good responses, reinforce with 2 chips and praise.
      4. Incorrect responses should be corrected and the children told to be seated.

II. Activity and Conversation Time (Part 1)
   1. Affix the rubber bands to a very short piece of string tied to the balloon, attach another piece of string long enough to fasten to a child's hand to the rubber bands, thus to produce a "punching-bag", to be affixed to the child's hand or to be held or hung as a "punching-bag".

2. Demonstrate "hitting" the "punching-bag".
3. Say, "IF YOU WANT TO HIT THE PUNCHING-BAG (OR BALLOON), SAY, 'LET ME HIT THE BALLOON.'"
    a. A time limit may be set for each child, at the end of which the teacher would request the balloon be returned to her.
    b. If one child continues to request the balloon, respond to his request, with a simple reminder to the class that anyone who asks may have the balloon.
    c. If children request at about the same time, respond to one and tell the other child that he will receive a "turn" as soon as the first child has completed his turn.
    d. Reinforce a request with a chip.

Activity and Conversation Time (Part II)

1. Using the pieces of cloth, needle and thread, demonstrate "sewing" as in (A-10).
2. Follow the procedure in (Part I) say, "IF YOU WANT TO SEW-ON-A-PATCH, SAY, "LET ME SEW", OR "LET ME SEW ON A PATCH".
    a. A time limit may be set for each child.
    b. If one child continues to request to sew, respond to the request, reminding the class that anyone who asks may sew.
    c. When requests are made at the same time, allow turns for all children who request. Attempt to respond to all requests in order to encourage each child to make a request to sew.
    d. Reinforce a request with a chip.
3. Parts one and two may be conducted at the same time if time and interest warrants.

Lesson Plan - Low Level
Lesson #44 Date:____________________

Purpose: Identification of Action words - Shining, Driving, Painting, Carrying, Building.

Materials: PLDK cards (Level #2)--Building (0-41), Shining (0-33), Driving (0-37), Painting (0-47), Carrying (0-17); Paint brush; Empty can (preferably a paint can); Painter's cap; Materials for reinforcement; PLDK chips; Piece of cloth for a shoe-shine cloth.

I. Vocabulary Building Time
    A. Recognition
        1. Name the pictures as presented to the children. Example: "THIS MAN IS BUILDING A BRICK WALL." "THIS MAN IS SHINING SHOES." "THIS MAN IS DRIVING A TRUCK." "THIS MAN IS PAINTING A WINDOW." "THIS MAN IS CARRYING A TRASH CAN."

2. Say, "GIVE ME THE PICTURE OF (ACTION)."
3. If response is correct, reinforce with praise.
4. If response is incorrect, say, "THIS IS (ACTION), HERE IS (ACTION). YOU MAY BE SEATED."

B. Expression
1. When a child responds correctly to (I, A), say, "WHAT IS THE MAN DOING IN THIS PICTURE?"
2. Encourage each child to respond with a sentence. (Example: "The man is building a wall.")
3. Reinforce a correct response with a chip. Two chips for unusually good responses.
4. For an incorrect response, the child should be told to be seated, then correct the response.

II. Activity and Conversation Time (Part I)
1. Using the paint brush, painter's cap (optional), paint can (containing a very small amount of water, (optional), demonstrate "painting" using the chalkboard as the object to be painted.
2. Say, "IF YOU WANT TO PAINT, SAY "LET ME PAINT."
   a. A time-limit or a space-limit (a marked area of the chalkboard) may be set for each child, at the end of which the teacher may request the paint materials.
   b. If one child continues to request to paint, respond to his request. Remind the class that anyone who asks may paint.
   c. Reinforce all children who request to paint with a "turn" at painting; also reinforce a request with a chip.
3. As an added activity for (Part I),
   a. When the first child receives the painting equipment, say, "NOW, (NAME OF CHILD) IS A PAINTER."
   b. When the child begins to paint, say, "NOW, (NAME OF CHILD) IS PAINTING."
   c. When the next child receives the paint equipment, say, "NAME OF A CHILD IN THE CLASS) WHAT IS (NAME OF CHILD WITH PAINT EQUIPMENT)?" or direct the question to the class. Reinforce a correct response with a chip.
   d. When a child is painting, say, "WHAT IS (NAME OF CHILD PAINTING) DOING?"

Activity and Conversation Time (Part II)
1. Hold up the shoe-shine cloth; ask if someone wants his shoes shined, if so, say "I WANT MY SHOES SHINED."
2. Respond to the best request by demonstrating shoe shining.
3. At this point, allow a freedom to the class. Ask who would like to do the shining of shoes. If no responses, give the shoe-shine cloth to a child, instruct the child to shine another child's shoes only if a child asks to have his shoes shined.

4. Encourage the child with the shoe-shine cloth to ask, "Who wants his shoes shined?"
5. Encourage another child to say, "I WANT MY SHOES SHINED."
6. Reinforce both child's response with a chip.

Lesson Plan - Low Level
Lesson #45 Date:____________________

Purpose: Identification of Action Words--Building, Shining, Driving, Painting, Carrying.

Materials: PLDK cards (Level #2) (Note: Change of pictures)--Building (0-41), Shining (0-33), Driving (0-9), Painting (0-47), Carrying (0-25); Materials for reinforcement; PLDK chips; Rectangles covered to look like bricks; Milk cartons and a basket, the mild cartons may contain some milk (optional).

I. Vocabulary Building Time
- A. Recognition
  1. Name the pictures as presented to the children. See (I, A) Lesson #44.
  2. Say, "GIVE ME THE PICTURE OF (ACTION)."
  3. If response is correct, reinforce with praise.
  4. If response is incorrect, say, "YOU MAY BE SEATED." After the child is seated, say, "THIS IS (ACTION), HERE IS (ACTION)."
- B. Expression
  1. When a child responds correctly to (I, A), say, "WHAT IS THE MAN DOING IN THIS PICTURE?"
  2. Encourage each child to respond with a sentence. (Example: "The man is painting a window.")
  3. Reinforce a correct response with a chip. Two chips for unusually good responses.
  4. When a response is incorrect, request the child to be seated, then correct the response.

II. Activity and Conversation Time (Part I)
1. Arrange 2 chairs back to back, thus one chair will be the seat and the other will be the hauling section of either a "brick" truck or a "milk" truck.
2. Using the "bricks", demonstrate carrying bricks, putting them on the truck, driving the truck, carrying the brick to a location and building.
3. Two or three children might be used. One to sell bricks, one to carry, load, and drive, another child would receive the bricks and build.
4. Encourage the children to make requests. Reinforce with chips requests and responses to requests.

Activity and Conversation Time (Part II)

1. With the same arrangement of chairs for a truck, demonstrate carrying milk to the truck, driving the truck, and carrying milk to be placed at the door.
2. Again more than one child might be involved, as the "milkman" delivers milk to the "home" of another child.
3. Reinforce "requests" and responses to requests with chips. If milk (optional) is provided, the child who requests and receives a "milk delivery" may consume the milk.

Lesson Plan - Low Level
Lesson #46 Date:____________________

Purpose: Identification of Action Words--Pulling, Peeking, Ringing, Blowing, Tying.

Materials: Piece of soft rope (3 to 5 feet); Large piece of cardboard with a hole 2 inches in diameter; A bell; Kleenex; Piece of heavy string (12 to 18 inches); Materials for reinforcement; PLDK chips; Shoe lacing training shoe.

I. Vocabulary Building Time (Part I)

1. Demonstrate each of the activities as follows:
    - a. Pull some object by means of the rope, say, "I AM PULLING (NAME OF OBJECT)."
    - b. Take a child by the hand, pull, say, "I AM PULLING (NAME OF CHILD)."
    - c. Using the cardboard, look through the hole, say, "I AM PEEKING THROUGH THE HOLE."
    - d. Ringing the bell, say, "I AM RINGING THE BELL."
    - e. Blow the Kleenex across a table, say, "I AM BLOWING THE KLEENEX."
    - f. While tying the string or shoe strings, say, "I AM TYING THE STRING."

II. Activity Time

1. Request each child to engage in each of the activities of this lesson as demonstrated in (I-1).
2. As each child engaged in an activity, repeat in unison with the other members of the class,"(NAME OF CHILD) IS (ACTIVITY)."
3. Reinforce with a chip the child who follows the instruction and each child who responds in unison.
4. If one fails to follow the instruction, request that to be seated, then request another child to engage in the activity. The child who failed to respond correctly may have another opportunity after several other children have participated.

III. Vocabulary Building Time (Part II)
1. Instruct a child to go select one of materials used in this lesson (rope, cardboard, bell, Kleenex, or string).
2. When the child has selected the correct object, give instruction to show the class how this object is used in the lesson.
3. When the child begins the activity (pulling, peeking, ringing, blowing, or tying), attempt to obtain a unison response from the other members of the class, "Yes (or no) (name of child) is (or is not) (activity).
4. Reinforce with a chip the child who responds to the activity correctly; also reinforce children who engage in the unison response.

IV. Conversation Time
1. Place two of the materials (rope, cardboard, bell, Kleenex, or string) before the class, say, "(NAME OF CHILD) WOULD YOU LIKE TO SHOW US (ACTIVITY) OR (ACTIVITY)?"
2. Allow any child, who makes request, to do the activity; also reinforce with a chip.

Lesson Plan - Low Level
Lesson #47 Date:___________________

Purpose: Identification of Action Words--Pulling, Peeking, Ringing, Blowing, Tying.

Materials: Piece of soft rope (3 to 5 feet); Large piece of cardboard with holes 2 inches in diameter; A bill; Kleenex, Piece of heavy string (12 to 18 in.); Materials for reinforcement.

I. Vocabulary Building Time
1. Allow one member of the class to demonstrate each of activities as follows: (Assist where needed)
   a. Pull some object by means of the rope, say, (IN UNISON) "(NAME OF CHILD) IS PULLING (NAME OF OBJECT)."
   b. Pull a child by the hand, say, (IN UNISON) "(NAME) IS PULLING (NAME OF CHILD)."
   c. Look through the hole in the cardboard, say, (IN UNISON) "(NAME) IS PEEKING THROUGH THE HOLE."
   d. Ring the bell, say, (IN UNISON) "(NAME) IS RINGING THE BELL."
   e. Blow the Kleenex across a table, say, (IN UNISON) "(NAME) IS BLOWING THE KLEENEX."
   f. Tying the string or shoe string, say, (IN UNISON) "(NAME) IS TYING THE STRING."

2. Instruct one of the children to demonstrate one of the above activities, while the child is doing the activity say to another child, "(NAME) WHAT IS (NAME OF CHILD ACTING) DOING?"
    a. In some class, it might be necessary for the instructor to demonstrate some actions.
    b. Encourage sentence responses, (Example: "(Name of child) is pulling."
    c. Reinforce with a chip both children, the actor and the verbal responder, for correct responses.

II. Conversation Time
  1. Present each object (rope, cardboard, bell, Kleenex, string), say, "WHAT DID WE DO WITH (NAME OF OBJECT), (NAME OF CHILD)?"
      a. Encourage sentence responses. Example: "We (or I) pulled."
      b. Reinforce correct responses with a chip.
  2. In classes where one or more children seem to have the aability, encourage a child to take an object and request of another child to respond either verbally or showing how the object is used in this lesson.
      a. Reinforce correct response with a chip.
      b. Assist with making corrections.

Lesson Plan - Low Level
Lesson #48 Date:________________

Purpose: Identification of Action Words - Pulling, Peeking, Ringing, Blowing, Tying.

Materials: Projector for 35 mm slides; Screen; 35 mm slides--demonstrating: pulling, peeking, ringing, blowing, tying; Materials for reinforcement; Piece of soft rope; Large piece of cardboard with holes 2 inches in diameter; Bell; Kleenex; Piece of heavy string; Shoe lacing training shoe.

Special Instructions: Additional purposes of this lesson will be to: (1) determine if attention will increase when pictures of children in the class are used as opposed to pictures of other children in KNI; (2) introduce this method of lesson presentation in the classes.

I. Vocabulary Building Time
  A. Recognition
    1. Project each of the pictures (pulling, peeking, ringing, blowing, tying), naming the action of each picture in unison. (Use pictures of children from other classes).

        2. Reinforce with a chip those children who respond in unison.
    B. Expression (Part I, Use pictures of children from other classes).
        1. Project each picture again, say, "WHAT IS THE CHILD DOING, (NAME OF CHILD)?" Continue until each child has responded to each picture.
        2. Reinforce each correct response with a chip.
        3. When a response is incorrect, say, "NO, THE CHILD IS NOT (ACTION)," then direct the question to another child by saying, "(NAME OF CHILD), WHAT IS THE CHILD DOING?"
        4. Do not show a new picture until someone has responded correctly.
    C. Expression (Part II, Use pictures of children from the class).
        1. Follow the same procedure as outlined in (I-B).
        2. Note reactions of the children to the pictures as presented in (I-A), (I-B), and (I-C).

II. Activity Time
    1. Using materials (rope, cardboard, bell, Kleenex, string), show one of these to a child, say, "WHAT DO WE DO WITH (NAME OBJECT)?"
    2. Encourage naming and demonstration.
    3. Reinforce either or both naming and demonstration; one chip for each, two chips for both.

Lesson Plan - Low Level
Lesson #49 Date:____________________

Purpose: Identification of Action Words--Eating and Drinking
Materials: PLDK cards (Level #1)--Eating and Drinking (A-4), Hot dog (Weiner) (F-26), Beefburger (Hamburger) (F-25), Sandwich (F-27), Milk (F-4), Soft drink (pop) (F-30); Materials for reinforcement; PLDK Chips; Kool-Aid; Cup for each child.

I. Vocabulary Building Time
    A. Recognition
        1. Present picture (A-4), explaining that the boy is eating food and drinking milk. Discuss what the boy has for eating and drinking. (Food, drink, plate, glass, etc.)
        2. Have each child pantomime eating with a spoon. Suggest eating one of the foods on the plate (A-4). Reinforce with a chip.
        3. Have each child pantomime drinking from a glass. Reinforce with a chip.
        4. Instruct the class that you are going to show pictures of foods that the boy might be eating.

Present pictures: Hot dog (weiner) (F-26), Beefburger (hamburger (F-25), Sandwich (F-27). Direct attention to the parts of each item of food. (Example: "The weiner is in the bun.")

5. Say, "GIVE ME THE (NAME OF FOOD) WHICH THE BOY EATS, (NAME OF CHILD)."
6. If response is correct, reinforce with a chip.
7. If response is incorrect, say, "YOU MAY BE SEATED. THIS IS (NAME OF FOOD), THIS IS (NAME OF FOOD)."

B. Expression
1. When a child responds correctly to (I, A, 5), say, "WHAT IS THIS FOOD?"
2. Encourage each child to respond with a sentence. Example: "THIS FOOD IS (NAME OF FOOD", or "THIS IS (NAME OF FOOD)."
3. Reinforce a correct response with a chip.
4. When a child responds incorrectly, request him to be seated, then make correction.

C. Recognition
1. Instruct the class that you are going to show pictures of drinks that the boy might be drinking. Present pictures: milk (F-4) and soft drink (pop) (F-30).
2. Say, "GIVE ME THE (NAME OF DRINK) WHICH THE BOY DRINKS, (NAME OF CHILD)."
3. If response is correct, reinforce with a chip.
4. If response is incorrect, request the child to be seated, then correct the response.

D. Expression
1. When a child responds correctly (I, C, 2), say, "WHAT IS THIS DRINK?"
2. Encourage each child to respond with a sentence.
3. Reinforce a correct response with a chip.
4. For an incorrect response, request the child to be seated, then make correction.

II. Conversation Time
1. Show the cup to the class, say, "IF YOU WANT A DRINK, SAY, GIVE ME A CUP."
   a. Provide each child with a cup upon request.
   b. If a child does not request, do not provide him with a cup. Proceed with item No. 2.
2. Show the container of Kool-Aid, say, "IF YOU WANT A DRINK, SAY, GIVE ME A DRINK OF KOOL-AID."
   a. Reinforce each request with a drink.
   b. If a child, who does not have a cup, asks for a drink, repeat (II, 1) to that child.

Lesson Plan - Low Level
Lesson #50 Date:____________________
P
Purpose: Identification of Action Words--Eating and Drinking
Materials: PLDK cards (Level #1)--Eating and Drinking (A-4), Hot Dog (weiner) (F-26), Beefburger (hamburger) (F-25), Sandwich (F-27), Milk (F-4), Soft drink (pop) (F-30), Orange Juice (F-5); Materials for reinforcement; PLDK chips; 3 to 5 weiners per class; hot dog buns (optional); napkins; sharp knife.

I. Vocabulary Building Time
  A. Recognition
    1. Present picture (A-4), explaining that the boy is eating food and drinking milk.
    2. Have each child pantomime eating and drinking. Reinforce with a chip.
    3. Present all of the food and drink cards, reminding the class that the foods are for eating and the liquids are for drinking. Also, call attention to a new drink, orange juice.
    4. Say, "GIVE ME (NAME OF FOOD OR DRINK) WHICH THE BOY EATS OR DRINKS, (NAME OF CHILD)."
  B. Expression
    1. When a child responds correctly to (I, A), say, "WHAT FOOD (OR DRINK) IS THIS?"
    2. Encourage sentence responses, as Lesson #46, I-B.
    3. Reinforce a correct response with a chip.
    4. For an incorrect response, request the child to be seated, then make correction.
  C. Recognition
    1. Replace all of the food and drink cards on the chalkboard.
    2. Say, "GIVE ME A PICTURE OF SOMETHING YOU WOULD EAT, (NAME OF CHILD)." Alternate this request with, "GIVE ME A PICTURE OF SOMETHING YOU WOULD DRINK, (NAME OF CHILD)."
    3. If response is correct, reinforce with a chip.
    4. If response is incorrect, request the child to be seated, then make the correction.
  D. Expression
    1. When a child responds correctly to (I, C, 2), say, "WHAT IS THIS FOOD?" (or drink, as the case may be).
    2. Encourage sentence responses.
    3. Reinforce a correct response with a chip.
    4. If response is incorrect, request the child to be seated, then make the correction.

II. Conversation Time
  1. Present a weiner to the class, with the explanation that a weiner is placed in a bun as pictured in picture (F-26),

and that it may also be called a hot-dog.

2. Say, "IF YOU WANT A PIECE OF WEINER SAY, GIVE ME SOME WEINER."
3. Reinforce each request with a small slice of the weiner.

Lesson Plan - Low Level
Lesson #51 Date:____________________

Purpose: Identification of Action Word - Writing
Materials: PLDK card (P-Level)--Writing (P-18); White Chalk; Ball Point Pen; Pencil; Materials for reinforcement.

I. Vocabulary Building Time (Part I)
   A. Recognition
      1. Name the action, "writing", in the picture (P-18). Discuss that the teacher is writing on the chalkboard, then demonstrate, writing on the chalkboard. Repeat in unison, "THE TEACHER IS WRITING."
      2. Say, "GIVE ME THE PICTURE OF THE TEACHER WRITING."
      3. Praise rapid responses.
      4. For a slow hesitating response, request the child to be seated, provide another opportunity to respond again after other children have responded.
   B. Expression
      1. When a child responds correctly to (I, A) say, "WHAT IS THE TEACHER DOING?"
      2. Encourage each child to respond with a sentence. Example: "The teacher is writing."
      3. For a correct response, reinforce with a chip.
      4. For an incorrect response, instruct the child to be seated, then correct the response.

II. Activity and Conversation Time
   1. Using chalk, demonstrate "writing" on the chalkboard.
   2. Say, "IF YOU WANT TO WRITE, SAY, LET ME WRITE."
      a. A time limit may be set for each child, at the end of which the teacher may request the chalk.
      b. If one child continues to request to write, respond to the request. Remind the class that anyone who asks may write.
      c. Reinforce all children who request to write with the opportunity; also reinforce a request with a chip. Space at the chalkboard should provide opportunity for two or three to "write", if requests are made.
      d. The letters shown on the chalkboard (P-18) might be used as demonstration (II, 1) to be copied by the members of the class as they "write".

3. While a child is writing, say, "(NAME) IS WRITING."
    a. Encourage the other members of the class to repeat in unison, "(NAME) IS WRITING."
    b. For those who respond in unison, reinforce with a chip.

III. Vocabulary Building Time (Part II)
  A. Recognition
    1. Present and name the objects with color for writing (white chalk, pencil and pen). Discuss the objects as to color and shape (long and round).
    2. Present, name, and describe the objects, repeat in unison the description. Example: "THIS IS WHITE CHALK." "THE WHITE CHALK IS LONG AND ROUND." Demonstrate the "long" and "round" characteristics of the objects.
    3. Say, "GIVE ME THE (NAME OF OBJECT)."
    4. If response is correct, reinforce with praise.
    5. If response is incorrect, have the child be seated, then correct the response.
  B. Expression
    1. When a child responds correctly (III, A), say, "WHAT IS THIS?"
    2. Encourage sentence responses. Example: "This is (white chalk)."
    3. For correct responses, reinforce with a chip.
    4. For an incorrect response, have the child be seated, then correct the response.

Lesson Plan - Low Level
Lesson #52

Purpose: Identification of Action Word - Writing
Materials: PLDK card (P-level)--Writing (P-19); White Chalk; Ball Point Pen; Pencil; Paper for writing; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present, name object, name color of objects for writing (chalk, pencil, pen and paper). Discuss the objects as to color and shape (long and round).
    2. Present, name and describe the object, repeat in unison. Example: "THIS IS CHALK. THE COLOR IS WHITE. THE WHITE CHALK IS LONG AND ROUND." Demonstrate the "long" and "round" characteristics of the objects (chalk, pen and pencil). Demonstrate the shape of the paper (rectangle or square).
    3. Say, "GIVE ME THE (NAME OF OBJECT)." (Chalk, paper, pen, or pencil)

        4. If response is correct, reinforce with praise.
        5. If response is incorrect, after the child is seated, then correct the response.
    B. Expression
        1. Following a correct response (I, A) say, "WHAT IS THIS?"
        2. Encourage sentence responses. Example: "This is (white chalk)."
        3. For an incorrect response, after the child is seated, then correct the response.

II. Activity and Conversation Time
    1. Using chalk, pen, pencil, paper, demonstrate "writing" on the chalkboard and paper.
    2. Say, "IF YOU WANT TO WRITE, SAY, "LET ME WRITE WITH (NAME OBJECT)." (Chalk, pen, pencil, paper)
        a. A time limit may be set for each child, at the end of which the teacher may request the writing material.
        b. If one child continues to request to write, respond to the request. Remind the class that anyone who asks, may write.
        c. Reinforce all children who request to write with the opportunity; also reinforce a request with a chip. Space at the chalkboard and two or three pieces of paper, pencils and pens should provide opportunity for several children to "write", if requests are made.
        d. The letters shown on the chalkboard (P-18) might be used as demonstration (II, 1) to be copied by the children as they "write".

Lesson Plan - Low Level
Lesson #53 Date Used:______________

Purpose: Identification of Action Words--Baking, Catching, Batting, Pushing, Dancing.

Materials: PLDK cards (Level #2)--Baking (O-43), Catching and Batting (O-56), Pushing (O-18), Dancing (O-55); Materials for reinforcement; Ball cap; Ball; Plastic Bat; Ball glove.

I. Vocabulary Building Time
    A. Recognition
        1. Name the action shown in pictures (baking, catching, bathing, pushing, dancing), pointing to the person involved in the action, repeat in unison the name of the action.
        2. Say, "GIVE ME (NAME OF ACTION), (NAME OF CHILD)."
        3. If response is correct, reinforce with praise.

4. If response is incorrect, after the child is seated, then say, "THIS IS (ACTION), HERE IS (ACTION)."
5. After other children have responded, provide the child who has responded incorrectly another opportunity.

B. Expression
1. When a child responds correctly to (I, A) say, "WHAT IS (ARE) HE (THEY) DOING IN THIS PICTURE?"
2. Encourage each child to respond with a sentence.
3. Reinforce with a chip a correct response.
4. For an incorrect response, after the child is seated, then correct the response.

II. Activity Time (During favorable weather, this section might be engaged in outdoors).
1. Using the ball and ball glove, emphasize two activities, throwing and catching.
2. When throwing and catching concepts seem to be understood by most of the class, introduce the ball bat to demonstrate the concept of batting.
3. If this activity is outdoors, the activities may be used to obey commands such as, "THROW THE BALL," "CATCH THE BALL," "HIT THE BALL."
4. This activity might also involve a conversation time during which the children request the ball or the bat, also a request, "THROW THE BALL TO ME."
5. For acceptable responses, reinforce with a chip.

III. Conversation Time
1. If the Activity Time (II) is conducted outdoors, then conversation time may be a part of Activity Time prolonged; however, if all of the session is conducted in the classroom, then using the most stimulating item (ball, hat, glove or bat) as the item to be requested.
2. Encourage children to request the object from one another by saying, "Give me the (object), name."
3. For correct responses, reinforce with a chip.

Lesson Plan - Low Level
Lesson #54 Date:____________________

Purpose: Identification of Action Words - Baking, Catching, Batting, Pushing, Dancing

Materials: PLDK cards (Level #2)--Baking (0-43), Catching and Batting (0-56), Pushing (0-18), (0-26), (0-10), Dancing (0-55); Materials for reinforcement; grocer's cart or other object with wheels for pushing.

I. Vocabulary Building Time
A. Recognition

1. Name the action shown in pictures (baking, catching, batting, pushing, dancing), identifying the person involved in the action, then repeat in unison the name of the action.
2. Say, "GIVE ME (NAME OF ACTION), (NAME OF CHILD)."
3. If response is correct, reinforce with praise.
4. If response is incorrect, after the child is seated, then say, "THIS IS (ACTION), HERE IS (ACTION)."
5. After other children have responded, provide the child who has responded incorrectly another opportunity.

B. Expression
1. When a child responds correctly to (I, A) say, "WHAT IS (ARE) HE (THEY) DOING IN THIS PICTURE?"
2. Encourage each child to respond with a sentence.
3. For correct responses, reinforce with a chip.
4. For an incorrect response, after the child is seated, then correct the response.

II. Activity Time
1. Show the pictures of "pushing" (O-18), (O-26), (O-10), directing attention to the act of "pushing". Using the cart or other object for pushing, demonstrate "pushing".
   a. Say in unison, "PUSHING THE (CART)."
   b. Say, "PUSH THE (CART), (NAME OF CHILD)."
   c. While a child is pushing the (cart) say in unison, "(NAME OF CHILD) IS PUSHING THE (CART)."
   d. Reinforce with a chip the child who "pushes".
   e. Reinforce with a chip all children who repeat in unison the sentence (II, 1, c).
2. Show the picture of "dancing" (O-55), directing attention to "dancing".
   a. Say in unison, "SHE IS DANCING."
   b. Say, "SHOW US DANCING, (NAME OF CHILD)."
   c. While a child is dancing, say in unison, "(NAME OF CHILD) IS DANCING."
   d. Reinforce with a chip the child who "dances".
   e. Reinforce with a chip all children who repeat in unison the sentence (II, 2, c).

III. Conversation Time
1. Push the cart (or other object), say, "WHAT AM I DOING, (NAME OF CHILD)?"
   a. Accept "Pushing", or "You are pushing", or "You are pushing the cart". Reinforce any of the above responses with a chip; however, encourage a sentence response from those children who can so respond before reinforcing with a chip.
2. Present the pictures of pushing (O-18), (O-26), (O-10), dancing (O-55), baking (O-43), catching and batting (O-56), say, "WHAT IS HE (OR SHE) DOING, (NAME OF CHILD)?"

        a. Move through this exercise rapidly, calling upon different children at random without any attention as to which child receives what picture. If a child fails to answer, present another picture to another child.
        b. For a correct response, reinforce with a chip.
        c. Correct incorrect responses, and present another picture to another child.
        d. Accept one word responses; however, if a sentence response is given, reinforce with two chips and praise for the sentence.

Lesson Plan - Low Level
Lesson #55 Date:____________________

Purpose: Identification of objects and sounds (telephone, car, airplane, directing traffic, typewriter).
Materials: DLM, Auditory Training Familiar Sounds Cards (1 through 5), pre-recorded tape; typewriter; typing paper; play telephone (optional); Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present DLM cards (1-5) Telephone, car, airplane, traffic, typewriter to the class. Name each picture as presented, then repeat the name in unison.
    2. Place the pictures on the chalkboard.
      a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
      b. For a correct response, reinforce with praise.
      c. When response is incorrect, after the child is seated, then make correction.
  B. Expression
    1. Following a correct response (I, 2) say, "WHAT IS THIS?"
    2. Encourage sentence responses. (Note: Card #4 may provide several responses which will be correct, but emphasize "directing" in this picture.)
      a. For correct responses, reinforce with a chip.
      b. Make corrections, after the child is seated.

II. Sound Identification
  1. While playing the 5 sounds from the pre-recorded tape, show the pictures represented by the sounds.
  2. While playing the sounds a second time and presenting the pictures, name the action of the object. Example: Telephone ringing, car honking or car horn, airplane flying, policeman directing, using a typewriter or typing on a typewriter.

3. Place the DLM cards 1-5 on the chalkboard, remind the class to listen to the sounds, play a sound.
    a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
    b. Reinforce with a chip, a correct response.
    c. Have a child be seated before making correction.
4. Do not show pictures during this third playing of the tape.
    a. Play a sound, then say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
    b. For correct response, reinforce with a chip.
    c. If incorrect response, present the picture, request the child to name the object or action.
        (1) Reinforce correct response with praise, no chip.
        (2) Correct an incorrect or no response.

III. Activity and Conversation Time
1. Show picture of telephone, demonstrate how to use it (picking up phone, dialing, talking, and replacing).
    a. Point to picture of telephone, say, "SHOW ME HOW YOU USE THIS, (NAME OF CHILD)."
    b. A child may receive 4 chips for a complete response as demonstrated (III, 1). One chip for each response.
    c. For some or all classes, a toy telephone might be used first, then continue with (III, 1, 2).
2. Show picture of typewriter, demonstrate how to use it (putting in paper, typing, and pushing carriage). Then show the toy typewriter and demonstrate the above actions.
    a. Say, "IF YOU WANT TO TYPE, SAY, I WANT TO TYPE."
    b. Chips should be given for the request and each action with the typewriter.
    c. Remove the typewriter, show the picture of a typewriter, say, "SHOW ME HOW YOU USE THIS, (NAME OF CHILD)."

Lesson Plan - Low Level
Lesson #56 Date:____________________

Purpose: Identification of objects and sounds (telephone, car, airplane, directing traffic, typewriter).
Materials: DLM, Auditory Training Sounds cards (1 through 5), pre-recorded tape; yellow typing paper; tape; Materials for reinforcement.

I. Vocabulary Building Time
A. Recognition
1. Present DLM cards (1-5) telephone, car, airplane, traffic, typewriter to the class. Name each picture as presented, then repeat the name in unison.

2. Place the pictures on the chalkboard.
   a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
   b. For correct responses, reinforce with praise.
   c. When response is incorrect, after the child is seated, then make correction.

B. Expression
   1. Following a correct response (I, 2), say, "WHAT IS THIS?"
   2. Encourage sentence responses. (Note: Card #4 may provide several responses which will be correct, but emphasize "directing" in this picture).
      a. With a chip, reinforce correct response.
      b. Make corrections, after a child is seated.

II. Sound Identification
   1. While playing the 5 sounds from the pre-recorded tape, show the pictures represented by the sounds, (1-5).
   2. While playing the sounds a second time and presenting the pictures, name the action of the object. Example: Telephone ringing, car horn, airplane flying, policeman directing traffic, typing on a typewriter.
   3. Place the DLM cards 1-5 on the chalkboard, remind the class to listen to the sounds, play a sound.
      a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
      b. For a correct response, reinforce with a chip.
      c. Make corrections after a child is seated.
   4. Do not show pictures during this fourth playing of the tape.
      a. Play a sound, then say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
      b. For a correct response, reinforce with a chip.
      c. If an incorrect response, present the picture, request the child to name the object or action.
         (1) Reinforce a correct response with praise, no chip.
         (2) Correct an incorrect or no response.

III. Activity and Conversation Time
   1. Show picture of "directing traffic". Demonstrate how to direct traffic (blowing whistle, holding up hand to stop traffic, turning, motion for other traffic to go).
      a. Point to picture of "directing", say, "SHOW HOW TO DO THIS, (NAME OF CHILD)."
      b. A child may receive 4 chips for a complete response as demonstrated (III-1). One chip for each response.
   2. Show picture of airplane. Have prepared folded paper glider. Sail the paper glider.

a. Say, "IF YOU WANT TO FLY THE AIRPLANE SAY, I WANT TO FLY THE AIRPLANE."
b. A chip should be given for the request.
c. Allow a continued "flying" of the gliders as time and interest permits.
d. Ask different children, "WHAT ARE YOU DOING?" or ask one child what another child is doing. Reinforce responses with a chip.
e. When leaving class, permit each child to take a paper glider, (airplane).

Lesson Plan - Low Level
Lesson #57 Date:____________________

Purpose: Identification of Objects and Sounds (vaccum sweeper, door bell, alarm clock, bell, boy talking).
Materials: DLM, Auditory Training Familiar Sounds cards (6-10), pre-recorded tape; Materials for reinforcement; drawn or traced picture of a "door-bell" as in picture No. 7.

I. Vocabulary Building Time
  A. Recognition
    1. Present DLM cards (6-10). Name each picture as presented, then repeat the name in unison.
    2. Place the pictures on the chalkboard.
      a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
      b. For a correct response, reinforce with praise.
      c. When response is incorrect, make correction after the child is seated.
  B. Expression
    1. Following a correct response (I, 2), say, "WHAT IS THIS?"
    2. Encourage sentence responses.
      a. For correct responses, reinforce with a chip.
      b. Make corrections, after a child is seated.

II. Sound Identification
  1. While playing the 5 sounds from the pre-recorded tape, show the pictures represented by the sounds (6-10).
  2. While playing the 5 sounds a second time and presenting the pictures, name the action of the object. Example: Vacuuming the rug (or floor), ringing a door bell, clock ticking and ringing, bell ringing, boy calling.
  3. Place the DLM cards 6-10 on the chalkboard, remind the class to listen to the sounds, play a sound.
    a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
    b. For a correct response, reinforce with a chip.
    c. Make corrections after a child is seated.

4. Do not show pictures during the fourth playing of the tape.
    a. Play a sound, then say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
    b. For a correct response, reinforce with a chip.
    c. If an incorrect response, present the picture, request the child to name the object or action.
        (1) Reinforce a correct response with praise, no chip.
        (2) Correct an incorrect or no response.

III. Activity and Conversation Time
1. Show picture of vacuum sweeper. Demonstrate how to use the vacuum sweeper (Insert cord in electrical outlet, turn on sweeper, motion of sweeping, turn off sweeper).
    a. Point to picture of sweeper, say, "SHOW HOW TO USE THIS, (NAME OF CHILD)."
    b. A child may receive 4 chips for a complete response as demonstrated (III - 1). One chip for each response.
    c. While a child is making the motion of sweeping with the sweeper, ask the class or a child, "WHAT IS (NAME OF CHILD) DOING?"
2. Draw a "door-bell" similar to picture No. 7 on a small card, place the drawing near a door, set the pre-recorded tape to produce the door-bell sound. Demonstrate pushing the door-bell, at which time produce the sound from the tape recorder of the door-bell. Reset the tape recorder for door-bell sound.
    a. Point to the "door-bell" on the door, say, "DO YOU WANT TO RING THE DOOR BELL?", then say, "MAY I RING THE DOOR BELL?"
    b. When request is made, grant permission.
    c. When the child pushes the "door-bell", play tape of the door-bell sound.
    d. Responses may receive chip reinforcement.

Lesson Plan - Low Level
Lesson #58 Date:____________________

Purpose: Identification of Objects and Sounds (vaccum sweeper, doorbell, alarm clock, bell, boy talking).
Materials: DLM, Auditory Training Familiar Sounds cards (6-10), pre-recorded tape; Materials for reinforcement; A hand bell similar to Picture #9.

I. Vocabulary Building Time
A. Recognition
1. Present DLM cards (6-10). Name each picture as presented, then repeat the name in unison.

2. Place the pictures on the chalkboard.
   a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
   b. For a correct response, reinforce with praise.
   c. When response is incorrect, make correction after the child is seated.

B. Expression
   1. Following a correct response (I, 2), say, "WHAT IS THIS?"
   2. Encourage sentence responses.
      a. For correct responses, reinforce with a chip.
      b. After a child is seated, make corrections.

II. Sound Identification
   1. While playing the 5 sounds from the pre-recorded tape, show the pictures represented by the sounds (6-10).
   2. While playing the sounds a second time and presenting the pictures, name the action of the object. Example: Vacuuming the rug (or floor), ringing a doorbell, clock ticking and ringing, bell ringing, boy calling.
   3. Place the DLM cards (6-10) on the chalkboard, remind the class to listen to the sounds, play a sound.
      a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
      b. For a correct response, reinforce with a chip.
      c. Make corrections after a child is seated.
   4. Do not show pictures during this fourth playing of the tape.
      a. Play a sound, then say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
      b. For a correct response, reinforce with a chip.
      c. If an incorrect response, present the picture, request the child to name the object or action.
         (1) Reinforce a correct response with praise, no chip.
         (2) Correct an incorrect or no response.

III. Activity and Conversation Time
   1. Show picture of bell. Demonstrate "ringing" the bell (Pick up the bell, "ring" the bell, replace the bell on the table or desk).
      a. Point to picture of bell, say, "SHOW HOW TO USE THIS, (NAME OF CHILD)."
      b. A child may receive 3 chips for a complete response as demonstrated (III -1). Reinforce each response with a chip.
      c. While a child is pantomiming ringing a bell, ask the class or one child, "WHAT IS (NAME OF CHILD) DOING?"
   2. Display the 5 cards (6-10), naming some action with each. Example: "WITH THE VACUUM SWEEPER, WE CLEAN THE FLOOR (OR RUG). WITH THE DOORBELL, WE LET

PEOPLE KNOW WE ARE AT THE DOOR. (This might be compared with knock at the door.) WITH THE ALARM CLOCK, WE TELL TIME (ALSO, WHEN IT RINGS IN THE MORNING, IT IS TIME TO GET UP). WITH THE BELL, WE RING FOR SOMEONE TO COME. THE BOY TALKS WITH HIS MOUTH."

a. Say, "GIVE ME THE PICTURE OF WHAT YOU WOULD (IDENTIFY THE ACTION, SEE III - 2), (NAME OF CHILD)." (In this exercise, it may be necessary to call the name of child before the lengthy command.)
b. For a correct response, reinforce with a chip.
c. If a child fails to respond or responds incorrectly, call on another child to respond.

IV. Listening Time

1. Using the hand bell, explain that when the children hear the bell, the children are to come to the person ringing the bell.
2. Ring the bell, say, "ALL COME TO ME." (It may be necessary to name each child by name at first.
3. Stand behind the children, say, "CLOSE YOUR EYES, WHEN YOU HEAR THE BELL, COME TO ME." Ring the bell.
    a. Reinforce with a chip, each child who comes.
    b. Remind others in the class that they are to listen and come when the bell rings.
4. Some variations would be to hide when ringing the bell, or to allow the first child who responds to become the bell ringer during the next exercise.

Lesson Plan - Low Level
Lesson #59 Date:__________________

Purpose: Identification of objects and sounds (pouring liquid ffrom pitcher into glass, playing piano, hammering a nail, sawing a board, man whistling).

Materials: DLM, Auditory Training Familiar Sounds cards (11-15), pre-recorded tape; Materials for reinforcement; pitcher; paper cup for each child in the class; mixture of liquid to be consumed by the children.

I. Vocabulary Building Time

A. Recognition

1. Present DLM cards (11-15). Name each picture as presented, then repeat the name in unison.
2. Place the pictures on the chalkboard.
    a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
    b. For a correct response, reinforce with praise.
    c. When response is incorrect, make correction after the child is seated.

B. Expression

1. Following a correct response (I, 2), say,

"WHAT IS THIS?"

2. Encourage sentence responses.
   a. For a correct response, reinforce with a chip.
   b. Make Corrections, after a child is seated.

II. Sound Identification
1. While playing the 5 sounds from the pre-recorded tape, show the pictures represented by the sounds (11-15).
2. While playing the 5 sounds a second time and presenting the pictures, name the action of each object. Example: Pouring from a picther into a glass, playing a piano, hammering a nail, sawing a board, man whistling.
3. Place the DLM cards (11-15) on the chalkboard, remind the class to listen to the sounds, play a sound.
   a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
   b. For a correct response, reinforce with a chip.
   c. After a child is seated, make corrections.
4. Do not show pictures during the fourth playing of the tape.
   a. Play a sound, say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
   b. For a correct response, reinforce with a chip.
   c. If an incorrect response, present the picture, request the child to name the object or action.
      (1) Reinforce a correct response with praise, no chip.
      (2) Correct an incorrect or no response.

III. Activity Time
1. Show the picture of the piano. Demonstrate playing the piano (Place a chair mear a table, sit in the chair, and make motion of playing a piano, with hands and moving pedals with feet).
2. Point to the picture of the piano, say, "SHOW HOW TO USE THIS, (NAME OF CHILD)."
   a. A child may receive 4 chips for a complete response as demonstrated (III-1). Give one chip for each response.
   b. While a child is demonstrating playing a piano, ask the class or a child, "WHAT IS (NAME OF CHILD) DOING?"

IV. Conversation Time
1. Provide each child with a cup.
2. Show the pitcher containing the liquid, say, "WHO WOULD LIKE FOR ME TO POUR A DRINK?" Require the use of the word "pour" such as, "Please pour me a drink."
   a. For a request consistent with a child's ability, pour a small amount of liquid into the child's cup. Say, "I AM POURING (NAME OF CHILD) A DRINK."

b. Encourage all children to request a drink.

Lesson Plan - Low Level
Lesson #60 Date:____________________

Purpose: Identification of Objects and Sounds (pouring liquid from pitcher into glass, playing piano, hammering a nail, sawing a board, man whistling.

Materials: DLM, Auditory Training Familiar Sounds cards (11-15), pre-recorded tape; Materials for reinforcement; pitcher; paper cup for each child; mixture of liquid to be consumed by the children.

I. Vocabulary Building Time
  A. Recognition
    1. Present DLM cards (11-15). Name each picture as presented, then repeat the name in unison.
    2. Place the pictures on the chalkboard.
      a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
      b. For a correct response, reinforce with praise.
      c. When response is incorrect, make correction after the child is seated.
  B. Expression
    1. Following a correct response (I, 2), say, "WHAT IS THIS?"
    2. Encourage sentence responses, or responses consistent with a child's ability.
      a. For a correct response, reinforce with a chip.
      b. Make corrections, after a child is seated.

II. Sound Identification
  1. While playing the sounds and presenting the pictures, name the action of each object. Example: Pouring from a pitcher into a glass, playing a piano, hammering a nail, sawing a board, man whistling.
  2. Place the DLM cards (11-15) on the chalkboard, remind the class to listen to the sounds, play a sound.
    a. Say, "GIVE ME THE PICTURE OF THAT SOUND (NAME OF CHILD)?"
    b. For a correct response, reinforce with a chip.
    c. If an incorrect response, present the picture, request the child to name the object or action.
      (1) Reinforce a correct response with praise, no chip.
      (2) Correct an incorrect or no response.

III. Activity Time
  1. Show the picture of sawing a board. Demonstrate "sawing" the board (place a board on a chair, hold the board and "saw").

        a. Point to the picture of sawing, say, "SHOW HOW YOU WOULD DO THIS, (NAME OF CHILD)."
        b. A child may receive 3 chips for a complete demonstration (III-1). One chip for each response.
        c. While a child is pantomiming sawing, discuss what each activity is, or this might be said in unison. Indicate that this would be done in building a house.
    2. Show the picture of nailing or hammering. Demonstrate hammering (Pick up nail and hammer, hold nail while hammering with the hammer).
        a. Point to the picture of nailing or hammering. Demonstrate hammering (Pick up nail and hammer, hold nail while hammering with the hammer).
        b. Three chips for a complete demonstration (III-1). One chip for each response.
        c. During pantomiming hammering, discuss what each activity is or this might be said in unison. Indicate that this would be done in building a house.

IV. Conversation Time
    1. Provide each child with a cup.
    2. Show the pitcher, say, "WHO WOULD LIKE FOR ME TO POUR A DRINK?" Require the use of the word "pour" such as, "Please pour me a drink."
        a. For a request consistent with a child's ability, pour a small amount of liquid into the child's cup. Say, "I AM POURING (NAME OF CHILD) A DRINK."
        b. Encourage all children to request a drink.

Lesson Plan - Low Level
Lesson #61 Date:____________________

Purpose: Identification of Objects and Sounds (pouring liquid from pitcher into glass, playing piano, hammering a nail, sawing a board, man whistling).

Materials: DLM, Auditory Training Familiar Sounds Cards (11-15), pre-recorded tape; Materials for reinforcement.

I. Vocabulary Building Time
    A. Recognition
        1. Name the pictures as placed on the chalkboard.
        2. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
            a. For a correct response, reinforce with praise.
            b. If response is incorrect, request the child to be seated, then ask another child to respond to the same request.
    B. Expression
        1. Following a correct response (I-A), say, "WHAT IS THIS?"

2. Encourage sentence responses.
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, have the child be seated, then direct the question, "WHAT IS THIS?" to another child.
    c. Continue asking question, until a correct response is given; for the correct response, reinforce with a chip.

II. Sound Identification
1. Place the DLM card (11-15) on the chalkboard, remind the class to listen to the sounds, play a sound.
    a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
    b. For a correct response, reinforce with a chip.
    c. For an incorrect response, have the child be seated, then direct the question, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF ANOTHER CHILD)." If necessary, replay the sound for the second child. Continue asking a different child until a correct response is obtained.
2. Do not show pictures during a second playing of the sound.
    a. Play a sound, then say, "WHAT WAS THAT SOUND (NAME OF CHILD)?"
    b. For a correct response, reinforce with a chip.
    c. For an incorrect response, say, "NO", then direct the question to another child.

III. Activity Time
1. Show the picture of a man whistling. Demonstrate whistling (puckering or rounding the lips, blowing air, producing a sound).
    a. Point to the picture of whistling, say, "SHOW HOW YOU WOULD DO THIS, (NAME OF CHILD)."
    b. A child may receive 3 chips for a complete demonstration (III-1). Give one chip for each response.
2. Show the picture of sawing and the picture of hammering. Demonstrate that you are building a house by sawing a board and then nailing it in place. (Place a board on a chair, hold the board, saw, pick up the board, hold it while hammering a nail).
    a. Point to the 2 pictures (sawing and hammering) say, "SHOW HOW YOU WOULD BUILD A HOUSE, (NAME OF CHILD)."
    b. For each correct response, reinforce with a chip.
    c. Encourage with naming and praise each correct pantomime.

Lesson Plan - Low Level
Lesson #62 Date:____________________

Purpose: Identification of Objects and Sounds (baby crying, toilet flushing, dog barking, cat mewing, coor opening and closing).

Materials: DLM, Auditory Training Familiar Sounds cards (16-20), pre-recorded tape; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present DLM cards (16-20). Name each picture as presented, then repeat the name in unison.
    2. Place the pictures on the chalkboard.
      a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
      b. For a correct response, reinforce with praise.
      c. When response is incorrect, make correction after the child is seated.
  B. Expression
    1. Following a correct response (I-2), say, "WHAT IS THIS?"
    2. Encourage sentence responses, consistent with a child's ability.
      a. For a correct response, reinforce with a chip.
      b. Make corrections, after a child is seated.

II. Sound Identification
  1. While playing the 5 sounds from the pre-recorded tape, show the pictures represented by the sounds (16-20).
  2. While playing the 5 sounds a second time and presenting the pictures, name the action of each object. Example: baby crying, toilet flushing, dog barking, cat mewing, door opening and closing.
  3. Place the DLM cards (16-20) on the chalkboard, remind the class to listen to the sounds, play a sound.
    a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
    b. For a correct response, reinforce with a chip.
    c. After a child is seated, make correction.
  4. Do not show pictures during the fourth playing of the tape.
    a. Play a sound say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
    b. For a correct response, reinforce with a chip.
    c. If an incorrect response, present the picture, request the child to name the object or action.
      (1) Reinforce a correct response with praise, no chip.
      (2) Correct an incorrect or no response.

III. Activity Time (Imitation)
  1. Show the picture of the dog. Demonstrate the sound the dog makes.

2. Show the picture of the cat. Demonstrate the sound the cat makes.
3. Alternately present the picture of the dog and the cat to the children at random, say, "MAKE THE SOUND THIS ANIMAL MAKES, (NAME OF CHILD)."
   a. Encourage each child to stress the initial sound of the animal sound, as bow-wow and mew-mew.
   b. For an acceptable response, reinforce with a chip.
   c. For an incorrect or no response, move to another child and present the same picture with the request, "MAKE THE SOUND THIS ANIMAL MAKES, (NAME OF CHILD)."

Lesson Plan - Low Level
Lesson #63 Date:__________________

Purpose: Identification of Objects and Sounds (baby crying, toilet flushing, dog barking, cat mewing, door opening and closing).

Materials: DLM, Auditory Training Familiar Sounds cards (16-20), pre-recorded tape; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. Present DLM cards (16-20). Name each picture as presented, then repeat the name in unison.
      2. Place the pictures on the chalkboard.
         a. Say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
         b. For a correct response, reinforce with praise.
         c. When response is incorrect, make correction after the child is seated.
   B. Expression
      1. Following a correct response (I-2), say, "WHAT IS THIS?"
      2. Encourage sentence responses, consistent with a child's ability.
         a. For a correct response, reinforce with a chip.
         b. Make correction, after a child is seated.

II. Sound Identification
   1. While playing the 5 sounds and presenting the pictures, name the action of each object. Example: baby crying, toilet flushing, dog barking, cat mewing, door opening and closing.
   2. Place the DLM cards (16-20) on the chalkboard, remind the class to listen to the sounds, play a sound.
      a. Say, "GIVE ME THE PICTURE OF THAT SOUND, (NAME OF CHILD)."
      b. For a correct response, reinforce with a chip.
      c. After a child is seated, make correction.

3. Do not show pictures during the third playing of the tape.
    - a. Play a sound, say, "WHAT WAS THAT SOUND, (NAME OF CHILD)?"
    - b. For a correct response, reinforce with a chip.
    - c. If an incorrect response, present the picture, request the child to name the object or action.
        - (1) Reinforce a correct response with praise, no chip.
        - (2) Correct an incorrect or no response.

III. Identification Time

1. While placing 3 cards (18, 19, 20) on the chalkboard, say, (card 18) "THIS DOG IS AN ANIMAL;" (card 19) "THIS CAT IS AN ANIMAL;" (card 20) "THIS DOOR IS PART OF A HOUSE." These sentences also might be repeated in unison.
2. With the three cards (18, 19, 20) on the chalkboard say, "GIVE ME THE ANIMAL PICTURES, OR "GIVE ME THE PICTURE OF THE PART OF THE HOUSE, (NAME OF CHILD)."
    - a. For a correct response, reinforce with a chip. Two chips when both animals (dog and cat) are provided as a response.
    - b. After child is seated, make correction.

Lesson Plan - Low Level
Lesson #64 Date:____________________

Purpose: Identification of Shape (block), Color (red), Position (under).

Materials: DLM Red Cubes; Small red box, large enough to cover several cubes; Materials for reinforcement.

I. Vocabulary Building Time

1. Show and name the red block.
    - a. Give each child a red block, say, "THIS IS A RED BLOCK."
    - b. Say, "NOW I AM GOING TO BUILD, GIVE ME A RED BLOCK, (NAME OF CHILD)." (Stress "red block" when naming.
    - c. As you receive a block from a child, say, "(NAME OF CHILD) GAVE ME A RED BLOCK."
    - d. Stack the blocks as received from a child.
    - e. Direct the attention of the children to what you have built with the red blocks. Leave your stacked blocks as a model.
    - f. Again give each child a red block, say, "THIS IS A RED BLOCK."
2. Ask, "WHO WOULD LIKE TO BUILD WITH THE RED BLOCKS?"
    - a. Select one child to build, remind the child to say, "GIVE ME A RED BLOCK, (NAME OF CHILD)," in order to receive blocks for building.

b. Reinforce with a chip each spontaneous request for a red block.

c. Reinforce with a chip each spontaneous response of giving a block when requested.

d. Give each child an opportunity to build with the red blocks. Continue to leave your original building as a model.

e. When a child has completed building, instruct that child to give each child a red block and to keep one red block from the building for himself.

II. Activity Time

1. Very slowly, demonstrate placing the red block under the red box, saying, "I AM PUTTING THE RED BLOCK UNDER THE RED BOX." This might be repeated several times. Then in unison say, "PUTTING THE RED BLOCK UNDER THE RED BOX."
2. Give the red block to a child and say, "PUT THE RED BLOCK UNDER THE RED BOX."
   a. For a correct response, reinforce with praise.
   b. For an incorrect response, make correction.
3. Following a correct response (II-2), say, "(NAME OF CHILD), WHERE IS THE RED BLOCK?"
   a. Accept "under the red box", or "under box", as a correct response.
   b. Encourage a sentence response, "The red block is under the red box."
   c. For correct response, reinforce with a chip (red if possible, calling attention to the "red chip").
   d. For an incorrect response, after the child is seated, attempt to obtain an imitative response, "The red block is under the red box."

III. Conversation Time

1. Show the red block to the class and describe it. Example: "THE COLOR OF THE BLOCK IS RED." "THE SHAPE OF THE BLOCK IS SQUARE." "THE BLOCK HAS 6 SIDES." "THE BLOCK IS MADE OF WOOD." "THE BLOCK HAS 8 CORNERS." Name various uses for the block--building different things. Name various things it will and will not do--will not roll or bounce; will float or burn. Demonstrate the descriptions to the class, except burning. Repeat in unison.
2. Show the block to a child, say, "TELL ME ABOUT THE BLOCK." Encourage the child with a "TELL ME MORE." Ask about different things regarding the block--name, color, shape, use, etc.
   a. For each correct response, reinforce with a chip.
   b. Consider a repeated description by another child as a correct response.
   c. For the child who gives limited or no response, present a choice, such as, "IS THE BLOCK GREEN OR RED?" "IS THE BLOCK ROUND OR SQUARE?"

Lesson Plan - Low Level
Lesson #65 Date:___________________

Purpose: Identifying the use of household items.
Materials: PLDK cards (P-level)--Household cards (1 through 10); Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Show and name the 10 household cards.
    2. Repeat a second time in unison the names of the 10 household cards placed on the chalkboard.
    3. Say, "GIVE ME THE (NAME OF OBJECT), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. After child is seated, make correction of incorrect response.
      c. Since ten cards are used, each child will have opportunity to respond twice. Do not have each child select 10 cards, only 2 different cards per child.
  B. Expression
    1. Request the child to name the picture presented in response to (I-A).
    2. For correct response, reinforce with a chip.
    3. After child is seated, correct an incorrect response.

II. Describing and Activity Time
  1. Show the 10 household cards again, one at a time. Describe the object as to size, shape, use, etc.
    a. Encourage responses, either individually or in unison, concerning the objects.
    b. For correct responses, reinforce with a chip.
  2. Have the children, in unison, pantomime the use of the 10 household objects.
    a. For correct responses, reinforce with chips.
    b. Ignore those children who do not respond.

III. Listening Time
  1. Arrange the cards in sequence, 1 through 10.
  2. Encourage completion of the following statements in unison.
  3. Say, as a card is presented to the class--
    a. WE TAKE A BATH IN A_________. (BATHTUB)
    b. WE SLEEP IN A___________. (BED)
    c. WE SIT IN A___________. (CHAIR)
    d. WE PUT CLOTHES IN A_________________. (CHEST OF DRAWERS)
    e. WE TELL TIME WITH A___________. (CLOCK)
    f. WE IRON CLOTHES WITH AN_________. (IRON)

g. WE IRON CLOTHES ON AN ______________. (IRONING BOARD)
h. WHEN IT GETS DARK, WE TURN ON A ________. (LAMP)
i. WE CAN LISTEN TO MUSIC ON A _________. (RADIO)
j. WE PLAY RECORDS ON A __________. (RECORD PLAYER)

4. For correct responses, reinforce with a chip.

Lesson Plan - Low Level
Lesson #66 Date: ____________________

Purpose: Identification of Shape (block), Color (red), Position (in)
Materials: DLM Red cubes; Small red box; Materials for reinforcement.

I. Vocabulary Building Time
1. Show and name the red block.
   a. Give each child a red block, say, "THIS IS A RED BLOCK."
   b. Say, "NOW, I AM GOING TO BUILD, GIVE ME A RED BLOCK, (NAME OF CHILD)." (Stress "red block").
   c. As you receive a block from a child, say, "(NAME OF CHILD) GIVE ME A RED BLOCK."
   d. Stack the blocks as received from a child.
   e. Direct the attention of the children to what you have built with the red blocks. Leave your stacked blocks as a model.
   f. Again give each child a red block, say, "THIS IS A RED BLOCK."
2. Ask, "WHO WOULD LIKE TO BUILD WITH THE RED BLOCKS?"
   a. Select one child to build, remind the child to say, "GIVE ME A RED BLOCK, (NAME OF CHILD)", in order to receive blocks for building.
   b. Reinforce with a chip each spontaneous request for a red block.
   c. Reinforce with a chip each spontaneous response of giving a block when requested.
   d. Give each child an opportunity to build with the red blocks. Continue to leave your original building as a model.
   e. When a child has complete building, instruct that child to give each child a red block and to keep one red block from the building for himself.

II. Activity Time
1. Very slowly demonstrate placing the red block in the red box, say, "I AM PUTTING THE RED BLOCK IN THE RED BOX."
2. Give the red block to a child and say, "PUT THE RED BLOCK IN THE RED BOX."
   a. For a correct response, reinforce with praise.
   b. For an incorrect response, make correction.

3. Following a correct response (II-2), say, "(NAME OF CHILD), WHERE IS THE RED BLOCK?"
    a. Accept "in the red box", or "in box", as a correct response.
    b. Encourage a sentence response, "The red block is in the red box."
    c. For correct response, reinforce with a chip (red, if possible, calling attention to the "red chip").
    d. For an incorrect response, after the child is seated attempt to obtain an imitative response, "The red block is in the red box."

III. Conversation Time
1. Show the red block to the class. Say, "TELL ME ABOUT THE BLOCK." This may be directed to the class or to an individual child. Encourage all children to respond.
2. For each correct response, reinforce with a chip.
3. For the child who gives limited or no response, present a choice, such as, "IS THE BLOCK RED OR GREEN?" "IS THE BLOCK PAPER OR WOOD?"

IV. Activity Time (If time permits)
1. Demonstrate putting the red block under and in the red box.
2. Alternate giving commands to "PUT THE RED BLOCK UNDER THE RED BOX" or "PUT THE RED BLOCK IN THE RED BOX."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #67 Date:____________________

Purpose: Identifying the use of household items.
Materials: PLDK cards (P-level)--Household cards (1 through 10), Materials for reinforcement.

I. Vocabulary Building Time
A. Recognition
1. Show and name the 10 household cards.
2. As the cards are placed on the chalkboard, repeat the names in unison.
3. Say, "GIVE ME THE (NAME OF OBJECT), (NAME OF CHILD)."
    a. For a correct response, reinforce with praise.
    b. After child is seated, make correction of incorrect response.
    c. Since ten cards are used, each child will have opportunity to respond twice. Do not have each child select 10 cards, only 2 different cards per child.

B. Expression
- 1. Request the child to name the picture presented in response to (I-A).
- 2. For correct response, reinforce with a chip.
- 3. After child is seated, correct an incorrect response.

II. Describing and Activity Time
- 1. Show the 10 household cards again, one at a time. Describe the object as to size, shape, use, etc.
  - a. Encourage responses either individually or in unison concerning the objects.
  - b. For correct responses, reinforce with a chip.
- 2. Have the children, in unison, pantomime the use of the 10 household objects.
  - a. For correct responses, reinforce with chips.
  - b. Ignore those children who do not respond.

III. Listening Time
- 1. Arrange the cards in sequence, 1 through 10.
- 2. Say the following statements, allowing the children to complete the statements by naming, in unison, the appropriate household item. After the children have completed the statement by naming the object, show the card appropriate for each statement.
  - a. WE TAKE A BATH IN A__________. (BATHTUB)
  - b. WE SLEEP IN A_________. (BED)
  - c. WE SIT IN A_________. (CHAIR)
  - d. WE PUT CLOTHES IN A____________. (CHEST OF DRAWERS)
  - e. WE TELL TIME WITH A____________. (CLOCK)
  - f. WE IRON CLOTHES WITH AN__________. (IRON)
  - g. WE IRON CLOTHES ON AN__________. (IRONING BOARD)
  - h. WHEN IT GETS DARK, WE TURN ON A_________. (LAMP)
  - i. WE CAN LISTEN TO MUSIC ON A__________(RADIO)
  - j. WE PLAY RECORDS ON A__________. (RECORD PLAYER)
- 3. For correct responses, reinforce with a chip.
- 4. While showing the picture which completes the statement, encourage saying the above complete statement in unison. Example: "WE TAKE A BATH IN A BATHTUB."

Lesson Plan - Low Level
Lesson #68 Date:____________________

Purpose: Identification of Shape (block), Color (red), Position (on)

Materials: DLM Red cubes; Small red box; Materials for reinforcement.

I. Vocabulary Building Time

1. Show and name the red block.
    - a. Give each child a red block, say, "THIS IS A RED BLOCK."
    - b. Say, "NOW, I AM GOING TO BUILD, GIVE ME A RED BLOCK, (NAME OF CHILD)." (Stress "Red Block")
    - c. As you receive a block from a child, say, "(NAME OF CHILD) GAVE ME A RED BLOCK."
    - d. Stack the blocks as received from a child.
    - e. Direct the attention of the children to what you have built with red blocks. Leave your stacked blocks as a model.
    - f. Again give each child a red block, say, "THIS IS A RED BLOCK."
2. Ask, "WHO WOULD LIKE TO BUILD WITH THE RED BLOCKS?"
    - a. Select one child to build, remind the child to say, "GIVE ME A RED BLOCK, (NAME OF CHILD)," in order to receive blocks for building.
    - b. Reinforce with a chip each spontaneous request for a red block.
    - c. Reinforce with a chip each spontaneous response of giving a block when requested.
    - d. Give each child an opportunity to build with the red blocks. Continue to leave your original building as a model.
    - e. When a child has completed building, instruct that child to give each child a red block and to keep one red block from the building for himself.

II. Activity Time

1. Very slowly demonstrate placing the red block on the red box, say, "I AM PUTTING THE RED BLOCK ON THE RED BOX." Then in unison say, "PUTTING THE RED BLOCK ON THE RED BOX."
2. Give the red block to a child and say, "PUT THE RED BLOCK ON THE RED BOX."
    - a. For a correct response, reinforce with praise.
    - b. For an incorrect response, make correction.
3. Following a correct response (II-2), say, "(NAME OF CHILD), WHERE IS THE RED BLOCK?"
    - a. Accept "on the red box", or "on box", as a correct response.
    - b. Encourage a sentence response, "The red block is on the red box."
    - c. For correct responses, reinforce with a chip (red if possible, calling attention to the "red chip").
    - d. For an incorrect response, after the child is seated attempt to obtain an imitative response, "The red block is on the red box."

III. Conversation Time
   1. Show the red block to the class. Say, "TELL ME ABOUT THE BLOCK, (NAME OF CHILD)."
   2. Attempt to obtain a response from each child.
   3. For each correct response, reinforce with a chip.
   4. For the child who gives limited or no response, present a choice, such as, "IS THE COLOR OF THE BLOCK WHITE OR RED?" "IS THE SHAPE OF THE BLOCK ROUND OR SQUARE?"

IV. Activity Time
   1. Demonstrate putting the red block under, in, and on the red box.
   2. Alternate giving commands to, "PUT THE RED BLOCK UNDER THE RED BOX" or "... in the red box", or "... on the red box."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #69 Date:____________________

Purpose: Identifying the use of household items.
Materials: PLDK cards (P-level) - Household cards (1 through 10). Materials for reinforcement.

I. Vocabulary Building Time
   1. Show and name the 10 household cards.
   2. Say, "I AM GOING TO HIDE THE PICTURES IN THE ROOM; SO CLOSE YOUR EYES."
   3. Place the 10 household pictures in easily located places in the room.
   4. Say, "THE PICTURES ARE HIDDEN, OPEN YOUR EYES." Give a brief period (fifteen seconds) for the class to look around the room.
   5. Say, "(NAME OF CHILD), BRING ME ONE OF THE HOUSEHOLD PICTURE CARDS." (Each child 2 cards.)
      a. Praise the child for responding.
      b. If a child fails to respond, address the request to another child.
   6. Expression
      a. Request the child to name the picture presented in response to (I-5).
      b. For a correct response, reinforce with a chip.
      c. After child is seated, correct an incorrect response.

II. Describing and Activity Time
   1. Show the 10 household cards again, one at a time. Describe the object as to size, shape, use, etc.

   a. Encourage responses either individually or in unison concerning the objects.
   b. For correct responses, reinforce with a chip.
2. Present a card to a child, say, "(NAME OF CHILD), SHOW ME HOW YOU USE THIS."
   a. Each child will be presented 2 different pictures, not ten pictures.
   b. For a correct response, reinforce with a chip.
   c. Correct incorrect responses.
   d. When a child fails to respond, present the same picture to another child. In this case some children may have opportunity to respond to more than 2 pictures.

III. Listening Time
1. Arrange the cards in sequence, 1 through 10.
2. Direct the following statements to an individual child, for the child to complete the statement by naming the appropriate household item. After the child has completed the statement by naming the object, show the card appropriate for each statement.
   a. WE TAKE A BATH IN A__________. (BATHTUB)
   b. WE SLEEP IN A__________. (BED)
   c. WE SIT IN A__________. (CHAIR)
   d. WE PUT CLOTHES IN A__________. (CHEST OF DRAWERS)
   e. WE TELL TIME WITH A__________. (CLOCK)
   f. WE IRON CLOTHES WITH AN__________. (IRON)
   g. WE IRON CLOTHES ON AN__________. (IRONING BOARD)
   h. WHEN IT GETS DARK, WE TURN ON A__________. (LAMP)
   i. WE CAN LISTEN TO MUSIC ON A__________. (RADIO)
   j. WE CAN PLAY RECORDS ON A__________. (RECORD PLAYER)
3. For a correct response, reinforce with a chip.
4. While showing the picture which completes the statement, encourage saying the above complete statement in unison. Example: "WE TAKE A BATH IN A BATHTUB."

Lesson Plan - Low Level
Lesson #70 Date:____________________

Purpose: Identification of Shape (block), Colors (purple, orange, yellow); Position (front of)

Materials: DLM Purple, orange and yellow cubes, Small purple box; Small orange box; Small yellow box; Materials for reinforcement.

I. Vocabulary Building Time
   A. Identification
      1. Show and name the color of each block.
      2. Repeat a second time in unison, naming the color of each block.
      3. Place the three colored blocks on a table, say, "GIVE ME THE (COLOR) BLOCK, (NAME OF CHILD)."

a. For a correct response, reinforce with praise.

b. After child is seated, make correction of incorrect response.

c. Give opportunity for each child to respond to each color block.

B. Expression

1. Request the child to name the color block presented as correct response to (I-A).

2. For correct response, reinforce with a chip.

3. After child is seated, correct an incorrect response.

II. Activity Time

1. Very slowly demonstrate placing the purple block front of the purple box, placing the orange block front of the orange box, and placing the yellow block front of the yellow box, with each action, say, "I AM PUTTING THE (COLOR) BLOCK FRONT OF THE (COLOR) BOX." This might be repeated several times. Then in unison say, "PUTTING THE (COLOR) BLOCK FRONT OF (COLOR) BOX."

2. Give a (color) block to a child, say, "PUT THE (COLOR) BLOCK FRONT OF THE (COLOR) BOX."

a. For a correct response, reinforce with praise.

b. For an incorrect response, make correction.

3. Following a correct response (II-2), say, "(NAME OF CHILD), WHERE IS THE (COLOR) BLOCK?"

a.. Accept "front of (color) box", or "front box", as a correct response.

b. Encourage a sentence response, "The (color) block is front of (color) box."

c. For a correct response, reinforce with a chip (same color as block and box (II-2), when possible), directing attention to the (color) chip.

d. For an incorrect response, after the child is seated attempt to obtain an imitative response, "The (color) block is front of (color) box."

4. Repeat this section with each color for each child.

III. Conversation Time

1. Show each colored block (purple, orange, yellow), one at a time, to the class and describe each block. Example: "THE COLOR OF THE BLOCK IS (COLOR)." "THE SHAPE OF THE BLOCK IS SQUARE." "THE BLOCK HAS 6 SIDES." "THE BLOCK IS MADE OF WOOD." "THE BLOCK HAS 8 CORNERS." Name various uses for the block--building different things. Name various things the block will and will not do--won't roll or bounce like a ball, will float or burn. Demonstrate the descriptions to the class, except burning. Repeat in unison.

2. Show a block to a child, say, "TELL ME ABOUT THE BLOCK." Encourage the child by saying "TELL ME MORE". Ask about different things regarding the block--name, color, shape, use, etc.

a. For each correct response, reinforce with a chip.
b. Consider a repeated description by another child as a correct response.
c. For a child who gives limited or no response, present a choice, such as, "IS THE BLOCK PURPLE OR YELLOW?" "IS THE BLOCK ROUND OR SQUARE?"

Lesson Plan - Low Level
Lesson #71 Date:____________________

Purpose: Identifying the use of household items.
Materials: PLDK cards (P-level) - Household cards (11 through 18 and 20, 21, 22); Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Show and name the 11-household cards.
    2. Repeat a second time in unison the names of the 11 household cards placed on the chalkboard.
    3. Say, "GIVE ME THE (NAME OF OBJECT), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. After a child is seated, make correction of incorrect response.
      c. Since eleven cards are used, each child will have opportunity to respond twice. Do not have each child select 11 cards.
  B. Expression
    1. Request the child to name the picture correctly presented in response to (I-A).
    2. For a correct response, reinforce with a chip.
    3. After a child is seated, correct an incorrect response.

II. Describing and Activity Time
  1. Show the 11 household cards again, one at a time. Describe the object as to size, shape, use, etc.
    a. Encourage responses either individually or in unison concerning the objects.
    b. For correct responses, reinforce with a chip.
  2. Have the children, in unison, pantomime the use of the 11 household objects.
    a. For correct responses, reinforce with chips.
    b. Ignore those children who do not respond.

III. Listening Time
  1. Arrange the cards in sequence (11 through 18 and 20, 21, 22).
  2. Encourage completion of the following statements in unison.
  3. Say, as a card is presented to the class--

a. WE KEEP FOOD COLD IN A__________. (REFRIGERATOR)
b. WE SEW ON A______ ____________. (SEWING MACHINE)
c. WE WASH DISHES IN A__________. (SINK)
d. TWO PEOPLE CAN SIT ON A__________. (SOFA)
e. WE COOK ON A_________. (STOVE)
f. WE EAT OUR MEALS AT A__________. (TABLE)
g. WE CAN TALK TO OTHER PEOPLE WHO ARE AWAY ON THE __________. (TELEPHONE)
h. WE LISTEN AND WATCH TV PROGRAMS ON THE____________. (TELEVISION)
i. WE CAN WASH OUR HANDS IN A__________ ______________. (WASH BASIN)
j. WE CAN WASH OUR CLOTHES IN A______________. (WASHING MACHINE)
k. WE CAN SWEEP THE RUGS WITH A__________ ___________. (VACUUM CLEANER)

4. For correct responses, reinforce with a chip.

Lesson Plan - Low Level
Lesson #72 Date:______________________

Purpose: Identification of Shape (block), Colors (purple, orange, yellow), Position (behind).

Materials: DLM Purple, orange, and yellow cubes; Small purple box; Small orange box; Small yellow box; Materials for reinforcement.

I. Vocabulary Building Time
  A. Identification
    1. Show and name the color of each block.
    2. Repeat a second time in unison, the color of each block.
    3. Place the three colored blocks on a table, say, "GIVE ME THE (COLOR) BLOCK, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. After child is seated, make correction of incorrect response.
      c. Give opportunity for each child to respond to each color block.
  B. Expression
    1. Request the child to name the color block presented in correct response to (I-A).
    2. For a correct response, reinforce with a chip.
    3. After child is seated, correct an incorrect response.

II. Activity Time
  1. Very slowly, demonstrate placing the colored block behind the matching colored box, with each action say, "I AM PUTTING THE (COLOR) BLOCK BEHIND THE (COLOR) BOX." This might be repeated several times. Then in unison say, "PUTTING THE (COLOR) BLOCK BEHIND THE (COLOR) BOX."

"Give a (color) block to child, say, "PUT THE (COLOR) BLOCK BEHIND THE COLOR BOX."
   a. For a correct response, reinforce with praise.
   b. For an incorrect response, make corrections.
3. Following a correct response (II-2) say, "(NAME OF CHILD), WHERE IS THE COLOR BLOCK?"
   a. Accept "Behind (color) box" or "behind box" as a correct response.
   b. Encourage a sentence response, "THE (COLOR) BLOCK IS BEHIND THE (COLOR) BOX."
   c. For a correct response, reinforce with a chip (same color as block and box (II-2) when possible), directing attention to the (color) chip.
   d. For an incorrect response, after the child is seated attempt to obtain an imitative response, "The (color) block is behind the (color) box."
4. Repeat this section with each color for each child.

III. Conversation Time
   1. Show each colored block (purple, orange, yellow), one at a time, to the class and describe each block, as to color, shape, number of sides, material, number of corners, uses, and what the block will and will not do. Demonstrate the descriptions to the class.
   2. Show a block to a child, say, "TELL ME ABOUT THE BLOCK." Encourage the child by saying, "TELL ME MORE." Ask about different things regarding the block--name, color, shape, use, etc.
      a. For each correct response, reinforce with a chip.
      b. Consider a repeated description by another child as a correct response.
      c. For a child who gives limited or no response, present a choice, such as, "IS THE BLOCK PURPLE OR YELLOW?" "IS THE BLOCK WOOD OR PAPER?"

Lesson Plan - Low Level
Lesson #73 Date:____________________

Purpose: Identifying the use of household items.
Materials: PLDK cards (P-level) - Household cards (11-18 and 20-22); Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. Show and name the 11 household cards.
      2. Repeat a second time in unison the names of the 11 household cards, as placed on the chalkboard.
      3. Say, "GIVE ME THE (NAME OF OBJECT), (NAME OF CHILD).
         a. For a correct response, reinforce with praise.
         b. After a child is seated, make correction for incorrect response.
         c. Since 11 cards are used, each child will have opportunity to respond twice.

B. Expression

1. Request the child to name the picture correctly presented in response to (I-A).

2. For a correct response, reinforce with a chip.

3. After child is seated, correct an incorrect response.

II. Describing and Activity Time

1. Present the 11 household cards again, individually. Describe the object as to size, shape, use, etc.

a. Encourage responses either individually or in unison, concerning the objects.

b. For a correct response, reinforce with a chip.

2. Have the children, in unison, pantomime the use of the 11 household objects.

a. For a correct response, reinforce with a chip.

b. Ignore those children who do not respond.

III. Listening Time

1. Arrange the cards in sequence (11-18 and 20-22).

2. Say the following statements, allowing the children to complete the statements by naming, in unison, the appropriate household item. After the children have completed the statement by naming the object, show the card appropriate for each statement.

a. WE KEEP FOOD COLD IN A________. (REFRIGERATOR)

b. WE SEW ON A________ __________. (SEWING MACHINE)

c. WE WASH DISHES IN A________. (SINK)

d. TWO PEOPLE CAN SIT ON A_______. (SOFA)

e. WE COOK ON A __________. (STOVE)

f. WE EAT OUR MEALS AT A__________. (TABLE)

g. WE CAN TALK TO OTHER PEOPLE WHO ARE FAR AWAY ON THE ____________. (TELEPHONE)

h. WE LISTEN AND WATCH TV PROGRAMS ON THE_________. (TELEVISION)

i. WE CAN WASH OUR HANDS IN A______ ________. (WASH BASIN)

j. WE CAN WASH OUR CLOTHES IN A______ _________. (WASH MACHINE)

k. WE CAN SWEEP THE RUGS WITH A_______ _________. (VACCUM CLEANER)

3. For correct responses, reinforce with a chip.

Lesson Plan - Low Level

Lesson #74 Date:____________________

Purpose: Identification of Shape (Block), Colors (purple, orange, yellow), Position (beside).

Materials: DLM Purple, orange, and yellow cubes; Small purple, orange and yellow boxes; Materials for reinforcement.

I. Vocabulary Buildint Time
  A. Identification
    1. Show and name the color of each block.
    2. Repeat a second time in unison naming the color of each block.
    3. Place the three colored blocks on a table, say, "GIVE ME THE (COLOR) BLOCK, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. After child is seated, make correction of incorrect response.
      c. Give opportunity for each child to respond to each color block.
  B. Expression
    1. Request the child to name the color block presented as correct response to (I-A).
    2. For a correct response, reinforce with a chip.
    3. After child is seated, correct an incorrect response.

II. Activity Time
  1. Very slowly demonstrate placing each block beside the corresponding colored box, with each action, say, "I AM PUTTING THE (COLOR) BLOCK BESIDE THE (COLOR) BOX."
    a. Allow space between each of the matching boxes and blocks so as to avoid confusion.
    b. Repeat in unison saying, "PUTTING THE COLOR BLOCK BESIDE THE (COLOR) BOX."
  2. Give a (color) block to a child, say, "PUT THE (COLOR) BLOCK BESIDE THE (COLOR) BOX."
    a. For a correct response, reinforce with praise.
    b. For an incorrect response, make correction.
  3. Following a correct response (II-2), say, "(NAME OF CHILD), WHERE IS THE (COLOR) BLOCK?"
    a. Accept "Beside (color) box", or "Beside box".
    b. Encourage a sentence response, "THE (COLOR) BLOCK IS BESIDE THE (COLOR) BOX."
    c. For a correct response, reinforce with a chip (same color as block and box (II-2), when possible), directing attention to the (color) chip.
    d. For an incorrect response, after the child is seated attempt to obtain an imitative response, "The (color) block is beside the (color) box."
  4. Repeat this section with each color for each child.

III. Conversation Time
  1. Show a (color) block to the class. Say, "TELL ME ABOUT THE BLOCK, (NAME OF CHILD)."
  2. Attempt to obtain a response from each child.
  3. For each correct response, reinforce with a chip.
  4. For the child who gives limited or no response, present a choice, such as, "IS THE COLOR OF THE BLOCK PURPLE OR RED?" "IS THE SHAPE OF THE BLOCK SQUARE OR ROUND?"

Lesson Plan - Low Level
Lesson #75 Date:____________________

Purpose: Identifying the use of household items.
Materials: PLDK CARDS (P-level) - Household cards (11-18 and 20-22); Materials for reinforcement.

I. Vocabulary Building Time
   1. Show and name the 11 household cards.
   2. Say, "I AM GOING TO HIDE THE PICTURES IN THE ROOM; SO CLOSE YOUR EYES."
   3. Place the 10 household pictures in easily located places in the room.
   4. Say, "THE PICTURES ARE HIDDEN, OPEN YOUR EYES." Give a brief period (15 seconds) for the class to look around the room.
   5. Say, "(NAME OF CHILD), BRING ME ONE OF THE HOUSEHOLD PICTURE CARDS." (Each child will have opportunity to select 2 cards.)
      a. Praise the child for responding.
      b. If a child fails to respond, address the request to another child.
   6. Expression
      a. Request the child to name the picture presented in response to (I-5).
      b. For a correct response, reinforce with a chip.
      c. After child is seated, correct an incorrect response.

II. Describing and Activity Time
   1. Show the 11 household cards again, one at a time. Describe the object as to size, shape, use, etc.
      a. Encourage responses either individually or in unison concerning the objects.
      b. For correct responses, reinforce with a chip.
   2. Present a picture to a child, say, "(NAME OF CHILD), SHOW ME HOW YOU USE THIS."
      a. Each child will be presented 2 different pictures, not 10 pictures.
      b. For a correct response, reinforce with a chip.
      c. Correct incorrect responses.
      d. When a child fails to respond, present the same picture to another child. In this case, some children may have opportunity to respond to more than 2 pictures.

III. Listening Time
   1. Arrange the cards in sequence (11-18 and 20-22).
   2. Direct the following statements to an individual child, for the child to complete the statement by naming the appropriate household item. After the child has completed the statement by naming the object, show the

card appropriate for each statement.

a. WE KEEP FOOD COLD IN A_______. (REFRIGERATOR)
b. WE SEW ON A_________ _________. (SEWING MACHINE)
c. WE WASH DISHES IN A__________. (SINK)
d. TWO PEOPLE CAN SIT ON A________. (SOFA)
e. WE COOK ON A________. (STOVE)
f. WE EAT OUR MEALS AT A________. (TABLE)
g. WE CAN TALK TO OTHER PEOPLE WHO ARE FAR AWAY ON THE ___________. (TELEPHONE)
h. WE LISTEN AND WATCH TV PROGRAMS ON THE________. (TELEVISION)
i. WE CAN WASH OUR HANDS IN A_______ _________. (WASH BASIN)
j. WE CAN WASH OUR CLOTHES IN A_______ __________. (WASHING MACHINE)
k. WE CAN SWEEP THE RUGS WITH A_________ _________. (VACCUM CLEANER)

3. For correct responses, reinforce with a chip.

Lesson Plan - Low Level
Lesson #76 Date:___________________

Purpose: Identification of Colors (green and blue), Shape (block), Location (over)
Materials: DLM green and blue cubes; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present a green and blue block. Name the color of each block as presented, then repeat in unison, "THIS IS A (COLOR) BLOCK."
    2. Place the blue block on a table (or chalkboard).
      a. Keep a matching green and blue block from view of the children.
      b. Say, "BRING THE BLUE BLOCK, (NAME OF CHILD)."
      c. For a correct response, reinforce with praise.
      d. If a child fails to respond, give the same instruction to another child.
  B. Expression
    1. Following a correct response (I-2), say, "WHAT IS THIS?"
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction after the child is seated.
    2. Following a correct (I, B, 1), return the blue block to the child, place a blue and green block (I, 2, a) on a surface say, "PUT THE BLUE BLOCK ON THE BLUE BLOCK."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make the correction.
  C. Repeat (I, A) and (I, B) using the green block.

II. Conversation Time (Describing)
1. Present a green and blue block, emphasizing the difference of color, the likeness of shape--square, six sides, eight points, wood, etc. Repeat in unison--
   a. "THESE ARE BLOCKS."
   b. "THIS IS A GREEN BLOCK."
   c. "THIS IS A BLUE BLOCK."
   d. "THESE BLOCKS ARE SQUARE."
   e. "THIS GREEN BLOCK HAS SIX SIDES."
   f. "THIS BLUE BLOCK HAS SIX SIDES."
   g. "THIS GREEN BLOCK HAS EIGHT POINTS."
   h. "THIS BLUE BLOCK IS MADE OF WOOD."
   i. "THIS GREEN BLOCK IS MADE OF WOOD."
2. For those who respond in unison, reinforce with praise.
3. Give no attention to those who fail to respond.

III. Activity Time
1. Demonstrate holding a green block in your right hand over a blue block in your left hand. Hold the blocks two or three inches apart. Place a green and blue block on a surface.
   a. As you guide the child's right hand, say, "(NAME OF CHILD) PICK UP THE GREEN BLOCK WITH YOUR RIGHT HAND."
   b. As you guide the child's left hand, say, "(NAME OF CHILD) PICK UP THE BLUE BLOCK WITH YOUR LEFT HAND."
   c. Stand beside the child, both facing the class, with a green block in your right hand and blue block in your left hand, say, "PUT THE GREEN BLOCK OVER THE BLUE BLOCK." Always keep the blocks two or three inches apart.
   d. For correct response, reinforce with much praise.
   e. Make correction for an incorrect response.
2. When the child's green block is over the blue block, in unison, say, "THE GREEN BLOCK IS OVER THE BLUE BLOCK."
3. Repeat the exercise with each child.
4. As time permits--
   a. Give each child a green block in the right hand.
   b. Very slowly in unison do and say, "I PUT THE GREEN BLOCK OVER MY HEAD." "I PUT THE GREEN BLOCK OVER MY NOSE."
   c. Correct responses must be over, not on.
   d. Reinforce correct responses with a chip.

Introduce: Present green or blue chip, ask a child or children to name the color of the chip. For a correct response, give the chip to the child.

Lesson Plan - Low Level
Lesson #77 Date:____________________

Purpose: Identification of Means of Transportation
Materials: PLDK Transportation Cards (Level #1); Sailboat (V-5); (P-level) Car (V-4), Jet Plane (V-6), Fire Truck (V-8), Mail Truck (V-10); Materials for reinforcement; Small sailboat, pan of water (large enough for sailboat).

I. Listening Time
   1. Arrange the cards in sequence (4, 5, 6, 8, 10).
   2. While naming, present each card.
   3. Encourage completion of the following statements in unison. Say the following statements, then present the card at the completion of the statement.
      a. Example: "WE RIDE ON THE WATER IN A (present card and say in unison) "SAILBOAT."
      b. WE DRIVE ON THE ROAD IN A________. (CAR)
      c. WE FLY IN A_______ ________. (JET PLANE)
      d. WHEN THERE IS A FIRE, WE CALL A________ __________. (FIRE TRUCK)
      e. THE MAILMAN HAULS MAIL IN A______ __________. (MAIL TRUCK)
   4. For correct responses, reinforce with a chip.

II. Conversation Time
   1. Demonstrate placing the sail boat on the water, and blowing the sail for sailing the boat.
   2. Say, "IF YOU WOULD LIKE TO SAIL THE SAILBOAT, SAY, 'MAY I SAIL THE BOAT?'"
      a. For a request, reinforce by allowing an opportunity to sail the boat.
      b. Following a sailing of the boat, reinforce with a chip.

III. Vocabulary Building Time
   A. Recognition
      1. Show and name the use of the five transportation cards. Use the statements as follows:
         a. WE RIDE ON THE WATER IN A SAILBOAT.
         b. WE DRIVE ON THE ROAD IN A CAR.
         c. WE FLY IN A JET PLANE.
         d. WHEN THERE IS A FIRE, WE CALL A FIRE TRUCK.
         e. THE MAILMAN HAULS MAIL IN A MAIL TRUCK.
      2. Repeat a second time in unison the use of the 5 transportation cards.
      3. Say, "GIVE ME (DESCRIPTION OF TRANSPORTATION), (NAME OF CHILD)." (Example: "GIVE ME WHAT WE RIDE ON THE WATER IN.")
         a. For a correct response, reinforce with praise.
         b. After child is seated, make correction of incorrect response.

c. Provide opportunity for each child to select each card.

B. Expression
   1. Following a correct response (III-A), say, "WHAT IS THIS?"
   2. For a correct response, reinforce with a chip.
   3. After a child is seated, correct an incorrect response.

Lesson Plan - Low Level
Lesson #78 Date:__________________

Purpose: Identification of Colors (green and blue), Shape (Block), Location (over).
Materials: DLM green and blue cubes; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. Present a green and blue block. Name the color of each block as presented, then repeat in unison, "THIS IS A (COLOR) BLOCK."
      2. Place a green and blue block on a table or chalkboard.
         a. Keep a matching green and blue block from view of the children.
         b. Say, "BRING THE (COLOR) BLOCK, (NAME OF CHILD)."
         c. For a correct response, reinforce with a chip.
         d. If a child fails to respond, give the same instruction to another child.
   B. Expression
      1. Following a correct response (I-2), say, "WHAT IS THIS?"
         a. For a correct response, reinforce with a chip.
         b. For an incorrect response, make correction after the child is seated.
      2. Following a correct response (I, B, 1) return the color block to the child, place a blue and green block on a surface, say, "PUT THE (COLOR) BLOCK OVER THE MATCHING (COLOR) BLOCK."
         a. For a correct response, reinforce with a chip.
         b. For an incorrect response, make the correction.

II. Conversation Time
   1. Present a green and blue block, emphasizing the different color, the likeness of shape, etc. (see L. #76).
   2. Give a color block to a child, say, "TELL ME ABOUT THIS."
      a. For each correct response, reinforce with praise and a chip.
      b. For an incorrect response, make correction.
      c. If a child fails to respond, request the color block and present it to another child.

    d. Alternate the two color blocks, so that each child has opportunity to describe both the green and blue block.

III. Activity Time
1. Alternately give one child a blue block, the next child a green block, etc. Say, "I AM GIVING (NAME OF CHILD) A (COLOR) BLOCK."
2. Tell the class that you are hiding blue and green blocks. Place blocks in easy view of children.
3. After the blocks are hidden, say, "GO FIND BLOCKS THE SAME COLOR AS YOUR BLOCK, (NAME OF CHILD)."
    a. For each matching block the child brings, reinforce with a chip.
    b. For each incorrect response, tell and show the child that block is not the same color as your block.
4. Give the blocks correctly selected (III-3) back to the child, say, (NAME OF CHILD) HIDE THE (COLOR) BLOCKS."
    a. For each correct response, reinforce with a chip.
    b. If the child fails to respond, request the color blocks and hide them; also, hide any blocks which the child brought as incorrect responses.
5. Repeat exercise for each child.
6. If time permits, a race might be engaged in to see who can find the most matching blocks.

Lesson Plan - Low Level
Lesson #79

Purpose: Identification of Means of Transportation
Materials: PLDK Transportation Cards: (Level #1) Sailboat (V-5); (Level P) Car (V-4), Jet Plane (V-6), Firetruck (V-8), Mail truck (V-10); Materials for reinforcement; car; box or board for car to roll down.

I. Listening Time
1. Arrange the cards in sequence (4, 5, 6, 8, 10).
2. While naming, present each card to the class.
3. Direct the following statements to an individual child for the child to complete the statement by naming the appropriate transportation item. Say, as a card is presented to the child--
    a. WE RIDE ON THE WATER IN A__________. (SAILBOAT OR BOAT)
    b. WE DRIVE ON THE ROAD IN A________. (CAR)
    c. WE FLY IN A_____________. (JET PLANE OR PLANE)
    d. WHEN THERE IS A FIRE, WE CALL A_______________. (FIRETRUCK)
    e. THE MAILMAN HAULS MAIL IN A________. (MAILTRUCK)

4. For a correct response, reinforce with a chip.
5. For an incorrect response, direct the question to another child.

II. Conversation Time
   1. Demonstrate pushing the car or letting it roll down the box (road) which has been placed at one end.
   2. Say, "IF YOU WOULD LIKE TO DRIVE THE CAR DOWN THE ROAD, SAY, 'MAY I HAVE THE CAR.'"
      a. For a request, reinforce by giving the car.
      b. Following correct use of the car, reinforce with a chip.

III. Vocabulary Building Time
   A. Recognition
      1. Show and name the use of the 5 transportation cards. Use the statements as follows:
         a. WE RIDE ON THE WATER IN A SAILBOAT.
         b. WE DRIVE ON A ROAD IN A CAR.
         c. WE FLY IN A JET PLANE.
         d. WHEN THERE IS A FIRE, WE CALL A FIRE TRUCK.
         e. THE MAILMAN HAULS MAIL IN A MAIL TRUCK.
      2. Repeat a second time in unison the use of the 5 transportation cards.
      3. Say, "GIVE ME (DESCRIPTION OF TRANSPORTATION)."
         a. For a correct response, reinforce with praise.
         b. After child is seated, make correction of incorrect response.
         c. Provide opportunity for each child to select each card.
   B. Expression
      1. Following a correct response (III-A), say, "WHAT IS THIS?"
      2. For a correct response, reinforce with a chip.
      3. After a child is seated, correct an incorrect response.

Lesson Plan - Low Level
Lesson #80 Date:____________________

Purpose: Identification of Colors (green and blue), Shape (block), Location (over).
Materials: DLM green and blue cubes; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. Present a green and blue block, name in unison the color of block as presented, "THIS IS A (COLOR) BLOCK."
      2. Place a green and blue block on a table or chalkboard.

a. Keep a green and blue block from view of the children.
b. Say, "BRING THE (COLOR) BLOCK, (NAME OF CHILD)."
c. For a correct response, reinforce with praise.
d. If a child fails to respond, give the same instruction to another child.

B. Expression
1. Following a correct response (I-2), say, "WHAT IS THIS?"
a. For a correct response, reinforce with a chip.
b. For an incorrect response, make correction after the child is seated.
2. Following a correct response (I, B, 1) return the color block to the child, place a green and blue block on a surface, say, "PUT THE (COLOR) BLOCK OVER THE MATCHING (COLOR) BLOCK."
a. For a correct response, reinforce with a chip.
b. For an incorrect response, make the correction.

II. Conversation Time
1. Give a color block to a child, say, "TELL ME ABOUT THIS."
2. Encourage additional responses by saying, "TELL ME MORE."
3. For each correct response, reinforce with praise and a chip.
4. For an incorrect response, make correction.
5. If a child fails to respond, request the color block and present it to another child.
6. Provide opportunity for each child to describe both color blocks.

III. Activity Time
1. Place several inches apart a green and blue block on a table.
2. Give command to hold (color) block over (color) block.
a. For a correct response, reinforce with a chip.
b. For an incorrect response, make correction.
3. As time permits, review other location commands, such as "PUT THE (COLOR) BLOCK BESIDE, ON, FRONT, BACK OF (COLOR) BLOCK."
a. For a correct response, reinforce with a chip.
b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #81 Date:__________________

Purpose: Identification of Means of Transportation
Materials: PLDK Transportation Cards: (Level P) Tow truck (V-12), Lumber truck (V-9), School bus (V-15), Police car (V-3), Ambulance (V-13); Toy-tow truck, lumber truck, school bus, police car, ambulance (optional); Materials for reinforcement.

Il Listening Time
1. Arrange the cards in sequence (3, 9, 12, 13, 15).

2. While presenting each transportation card to the class, name the object.
3. Encourage completion of the following statements in unison. Say the following statements, then present the card as the statement is completed.
    a. A POLICEMAN RIDES IN A_______ _________. (POLICE CAR)
    b. WE HAUL LUMBER ON A_______ __________. (LUMBER TRUCK)
    c. WHEN THE CAR WON'T GO, WE CALL A_____ __________. (TOW TRUCK)
    d. WE GO TO THE HOSPITAL IN AN_________________. (AMBULANCE)
    e. CHILDREN GO TO SCHOOL IN A________ __________. (SCHOOL BUS)
4. For correct responses, reinforce with a chip.

II. Listening and Doing Time
1. Seat the instructor and children in a circle, equally spaced as great distance apart as the room will permit.
2. Give each child a transportation picture.
3. Explain the game. When the instructor makes a statement of needing some type of transportation, the one who has that picture should run and give the picture to the one needing.
    a. Example: Instructor may say, "I NEED A TRUCK FOR HAULING LUMBER."
    b. If the child responds with the lumber truck, reinforce with praise and a chip.
    c. If no response to the above statement (a), say, "I NEED A TRUCK FOR HAULING LUMBER, BRING THE LUMBER TRUCK."
    d. If the child responds with the lumber truck, reinforce with a chip.
    e. If no response to the above statement (c), say, "I NEED A TRUCK FOR HAULING LUMBER, BRING THE LUMBER TRUCK, (NAME OF CHILD)."
    f. For correct response, reinforce with praise only.
    g. If no response, phrase another statement, such as, "I NEED AN AMBULANCE TO GO TO THE HOSPITAL."
    h. Proceed as above outlined.
    i. When the instructor has received a picture, say, "(NAME OF CHILD, who no longer has a picture), car won't run, give him what he needs."
    j. Proceed as outlined above.
    k. Encourage a child, who is capable, to phrase a request when he is without a picture.
    l. Actual toy transportation objects might be substituted for pictures (optional). When toys are used, the toy might be pushed to the child making the request.

III. Vocabulary Building Time
   A. Recognition
      1. Show and name the transportation cards as follows:
         a. A POLICEMAN USES A POLICE CAR FOR TRANSPORTATION.
         b. A LUMBERMAN USES A LUMBER TRUCK FOR TRANSPORTATION.
         c. A SICK OR HURT PERSON USES AN AMBULANCE FOR TRANSPORTATION.
         d. SCHOOL CHILDREN USE A SCHOOL BUS FOR TRANSPORTATION.
         e. A WRECKED CAR USES A TOW TRUCK FOR TRANSPORTATION.
      2. Repeat the above statements in unison.
      3. Say, "GIVE ME TRANSPORTATION FOR (A POLICEMAN, A LUMBERMAN, A SICK PERSON, SCHOOL CHILDREN, OR A WRECKED CAR), (NAME OF CHILD)."
         a. For a correct response, reinforce with a chip and praise.
         b. If a child does not respond or responds incorrectly, say, "WHAT KIND OF TRANSPORTATION DOES A (NAME OF PERSON OR ACTION) USE, (NAME OF CHILD)?"
         c. If correctly named, say, "YES,BRING IT TO ME." Reinforce correct response with praise.
         d. If no response or an incorrect response, make correction.
   B. Expression
      1. Following a correct response (III-A) say, "WHAT IS THE NAME OF THIS TRANSPORTATION?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, after child is seated make correction.

Lesson Plan - Low Level
Lesson #82 Date:__________________

Purpose: Identification of Means of Transportation
Materials: PLDK Transportation Cards: (Level P) Tow Truck (V-12), Lumber Truck (V-9), School bus (V-15), Police car (V-3), Ambulance (V-13); Toy - tow truck, lumber truck, school bus, police car, ambulance (optional); Materials for reinforcement.

I. Listening Time
   1. Arrange the cards in sequence (3, 9, 12, 13, 15).
   2. Encourage completion of the following statements in unison. Say the following statements, then present the card as the statement is completed.
      a. FOR TRANSPORTATION, A POLICEMAN RIDES IN A __________________. (POLICE CAR)

   b. FOR TRANSPORTATION, A LUMBERMAN USES A ____________ ____________. (LUMBER TRUCK)
   c. FOR TRANSPORTATION, A WRECKED CAR NEEDS A __________ __________. (TOW TRUCK)
   d. FOR TRANSPORTATION TO A HOSPITAL, A SICK PERSON NEEDS AN ________________. (AMBULANCE)
   e. FOR TRANSPORTATION, SCHOOL CHILDREN RIDE A ________ ____________. (SCHOOL BUS)
3. For correct responses, reinforce with a chip.
4. Point to each picture, say in unison, "THIS (NAME OF OBJECT) IS TRANSPORTATION."
5. Repeat individually.

II. Listening and Doing Time
1. Seat the instructor and children in a circle, equally spaced as great distance apart as the room will permit.
2. Give each child a picture of transportation.
3. Explain the game. When the instructor makes a statement of needing some type of transportation, the one who has that picture should run and give the picture to the one needing. Follow the procedure of Lesson #81.

III. Vocabulary Building Time
A. Recognition
1. Show and name the transportation cards in unison as follows:
   a. FOR TRANSPORTATION, A POLICEMAN RIDES IN A POLICE CAR.
   b. FOR TRANSPORTATION OF LUMBER, A LUMBERMAN USES A LUMBER TRUCK.
   c. FOR TRANSPORTATION TO A HOSPITAL, WE RIDE IN AN AMBULANCE.
   d. FOR TRANSPORTATION TO SCHOOL, CHILDREN RIDE IN A SCHOOL BUS.
   e. FOR TRANSPORTATION, A WRECKED CAR NEEDS A TOW TRUCK.
2. Say, "GIVE ME TRANSPORTATION FOR (A POLICEMAN, A LUMBERMAN, A SICK PERSON, SCHOOL CHILDREN, OR A WRECKED CAR), (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and praise.
   b. If a child fails to respond or responds incorrectly, say, "(NAME OF CHILD), WHAT KIND OF TRANSPORTATION DOES A (NAME OF PERSON OR ACTION) NEED?"
   c. If correctly named, say, "YES, BRING IT TO ME." Reinforce with praise.
   d. If no response or an incorrect response, make correction.

B. Expression
   1. Following a correct response (III-A), say, "WHAT IS THE NAME OF THIS TRANSPORTATION?"
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction after child is seated.

Lesson Plan - Low Level
Lesson #83 Date:________________

Purpose: Identification of Means of Transportation

Materials: PLDK Transportation Cards: (Level P) Tow Truck (V-12), Lumber Truck (V-9), School Bus (V-15), Police Car (V-3), Ambulance (V-13); Materials for reinforcement; PLDK Cards (Level #1)--Carpenter (A-19), School boy (A-3), Policeman (P-25), Doctor (P-13).

I. Listening Time
   1. Arrange the cards in sequence (3, 9, 12, 13, 15).
   2. Direct the following statements to an individual child to complete the statement by naming the appropriate transportation item. After the child has completed the statement by naming the object, show the card appropriate for each statement.
      a. FOR TRANSPORTATION, A POLICEMAN RIDES IN A ________ ______. (POLICE CAR)
      b. FOR TRANSPORTATION OF LUMBER, A LUMBERMAN USES A ________ ________. (LUMBER TRUCK)
      c. FOR TRANSPORTATION, A WRECKED CAR NEEDS A ________ ____________. (TOW TRUCK)
      d. FOR TRANSPORTATION TO A HOSPITAL, A SICK PERSON NEEDS AN___________. (AMBULANCE)
      e. FOR TRANSPORTATION, SCHOOL CHILDREN RIDE A________ ___________. (SCHOOL BUS)
   3. For a correct response, reinforce with a chip.
   4. For an incorrect response, make correction.
   5. Point to each picture, say in unison, "THIS (NAME OF OBJECT) IS TRANSPORTATION."

II. Activity Time (Matching)
   1. Present and name pictures of carpenter (A-19), school boy (A-3), policeman (P-25), doctor (P-13).
   2. Identify the four cards again in unison. Example: "THIS IS A CARPENTER."
   3. Present the carpenter, say, "THE CARPENTER WILL NEED LUMBER FROM THE LUMBER TRUCK." Place the lumber truck beside the carpenter.
   4. Present the school boy, say, "THE SCHOOL BOY WILL RIDE ON THE SCHOOL BUS." Place the school bus beside the school boy.

5. Present the policeman, say, "THE POLICEMAN WILL RIDE IN THE POLICE CAR." Place the police car by the policeman.
6. Present the doctor, say, "THE AMBULANCE WILL TAKE A SICK PERSON TO THE DOCTOR." Place the ambulance by the doctor.
7. Name in unison the pairs:--CARPENTER-LUMBER TRUCK; SCHOOL BOY-SCHOOL BUS; POLICEMAN-POLICE CAR; DOCTOR-AMBULANCE, as removed from the chalkboard.
8. Place one of the transportation cards on the chalkboard. Give a child the people card to go with the transportation, say, "(NAME OF CHILD), PUT THE (NAME OF PERSON) WITH HIS TRANSPORTATION."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, request the child to be seated. Give the same instruction to another child using the same cards.
    c. Continue this exercise until each child has opportunity to respond.
9. Place two transportation cards on the chalkboard.
    a. Give a child the people card to go with the transportation, say, "(NAME OF CHILD) PUT THE (NAME OF PERSON) WITH HIS TRANSPORTATION."
    b. Or, give a child 2 people cards to go with the 2 forms of transportation say, "(NAME OF CHILD) PUT THE (NAME OF PEOPLE) WITH THEIR TRANSPORTATION."
    c. For a correct response, reinforce with a chip.
    d. For an incorrect response, request the child to be seated. Give the same instruction to another child, using the same cards.
    e. Note which of the above (a) or (b) seems more suitable.
10. As time permits, increase the task to three and four pictures.

Lesson Plan - Low Level
Lesson # 84 Date:____________________

Purpose: Identification of Colors (yellow, blue, purple, orange, and green); Identification of shapes (circle, square, triangle); Counting 1 through 5).

Materials: PLDK (P-level) Number Concept Cards (N-1b through N-5b); Color chips; Materials for reinforcement; Number Concept Card (N-6b) (optional).

I. Counting Time
1. Seat children at a table.
2. Give each child five like color chips in a paper cup. Thus, each child will have a different color set of 5 chips.
3. Say, WE ARE GOING TO COUNT THE COLOR CHIPS." Repeat the sentence in unison.

4. Say, "DO AS I DO."
5. Say, "HOLD UP A CHIP, PUT IT ON THE TABLE, ONE." Continue until the 5 chips have been counted. While putting the chips back into the cup, repeat the counting in unison.
6. For very good responses, reinforce with praise and a chip.
7. For failure to respond or in cases where encouragement and demonstration becomes necessary, reinforce with praise or ignore the failure.

II. Activity Time
1. While the children continue seated at the table, each with a cup containing five color chips, give each child a Number Concept Card which matches the color chips in the child's cup.
2. Say, "LET'S PLAY A LOOKING GAME. EACH OF YOU HAS A CARD WITH SHAPES ON IT. EACH OF YOU HAS FIVE COLOR CHIPS." Point to the card, the shapes, and the chips for identification.
3. Say, in unison, (as each item is identified), "I HAVE A CARD WITH SHAPES ON IT." "I HAVE FIVE COLOR CHIPS IN MY CUP."
4. Say, "PUT ONE COLOR CHIP ON EACH SHAPE ON YOUR CARD." Number Concept Card (N-6b) might be used for demonstration in showing the class how to put a chip on a shape.
    a. For a correctly filled card (chip on each shape), reinforce with a chip.
    b. Assist those children who fail to correctly place a chip on each shape.
5. When each child has completed a card, have the children exchange cards and chips, then repeat (II-4). Continue until each child has had each card and each color chip.
    a. As each child receives a new set of chips, name the color. Example: "(NAME OF CHILD) HAS (COLOR) CHIPS."
    b. Also, as each child receives a new card, name the shapes on the card. Example: "(NAME OF CHILD) HAS (COLOR) (SHAPES) ON THE CARD."

III. Vocabulary Building Time
A. Recognition
1. As each number concept card is presented, name the color and the shape. Example: "THESE ARE BLUE SQUARES." "THIS IS A YELLOW CIRCLE."
2. Present the cards again. Say in unison, "THESE (THIS) ARE (IS) (COLOR) (SHAPE)."
    a. For correct responses, reinforce with a chip.
    b. Ignore no responses. Correct an incorrect response, if such occurs.

3. Present each card to each individual child. Say in unison with the child, "THESE (THIS) ARE (IS) (COLOR) (SHAPE)."
    a. For correct response, reinforce with a chip.
    b. If no response, move to another child; thus, to eliminate the possibility of a child receiving reinforcement from the attention given when not responding.
4. Place the five cards on the chalkboard, on the two levels.
    a. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)." Example: "GIVE ME THE BLUE SQUARES, (NAME OF CHILD)."
    b. For a correct response, reinforce with praise.
    c. For an incorrect response, request the child to be seated, then make the same request of another child.

Lesson Plan - Low Level
Lesson #85

Date:____________________

Purpose: Identification of colors (yellow, blue, purple, orange, and green); Identification of shapes (circle, square, and triangle); Counting (1 through 5).

Materials: PLDK (P-level) Number Concept Cards (N-1b through N-5b); Color chips; Card (N-6b) (optional); Materials for reinforcement.

I. Counting Time
1. Seat children at a table.
2. Give each child five like color chips in a paper cup. Thus, each child will have a different color set of 5 chips.
3. Say, "WE ARE GOING TO COUNT THE COLOR CHIPS." Repeat the sentence in unison.
4. Say, "DO AS I DO."
5. Say, "HOLD UP A CHIP, PUT IT ON THE TABLE, ONE." Continue until the 5 chips have been counted. While putting the chips back into the cup, repeat the counting in unison.
6. For very good responses, reinforce with praise and a chip.
7. For failure to respond or in cases where encouragement and demonstration becomes necessary, reinforce with praise or ignore the failure, especially if the failure to respond appears to be an attempt to receive attention as opposed to not understanding the command.

II. Activity Time
1. While the children continue seated at the table, each with a cup containing 5 color chips, give each child a

Number Concept Card which matches the color chips in the child's cup.

2. Say, "LET'S PLAY A LOOKING GAME." "WHAT DO YOU LOOK WITH?" For a response of "eyes", or "I see with my eyes", reinforce with praise.
3. Point to the card, the shapes, and chips, as you say, "EACH OF YOU HAS A CARD WITH SHAPES ON IT. EACH OF YOU HAS FIVE COLOR CHIPS."
4. Say, in unison, (as each item is help up for identification) "I HAVE A CARD WITH SHAPES ON IT." "I HAVE FIVE COLOR CHIPS IN MY CUP."
5. Say, "PUT ONE COLOR CHIP ON EACH SHAPE ON YOUR CARD." Number Concept Card (N-6b) might be used for demonstration in showing the class how to put a chip on a shape.
   a. For a correctly filled card (a chip on each shape), reinforce with a chip.
   b. Assist those children who do not respond correctly, if the failure seems to be the result of not comprehending the task.
   c. However, if the child appears to be responding incorrectly for attention, you may request a child to assist.
6. When each child has completed a card, have the children exchange cards and chips, then repeat (II-4). Continue until each child has had each card and each color chip.
   a. As each child receives a new set of chips, name the color. Example: "(NAME OF CHILD) HAS (COLOR) CHIPS."
   b. Also, as each child receives a new card, name the shapes on the card. Example: "(NAME OF CHILD) HAS (COLOR) (SHAPES) ON THE CARD."

III. Vocabulary Building Time
   A. Recognition
      1. As each number concept card is presented, name the color and the shape.
      2. Present the cards again. Say in unison, "THESE (THIS) ARE (IS) (COLOR) (SHAPE)."
         a. For correct responses, reinforce with a chip.
         b. Ignore no responses. Correct an incorrect response, if such occurs.
      3. Place the five cards on the chalkboard, on the two levels, upper and lower.
         a. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)."
         b. For a correct response, reinforce with praise.
         c. For an incorrect response, request the child to be seated, then make the same request of another child.
   B. Expression
      1. Following a correct response (III, A, 3), say, "WHAT ARE (IS) THESE (THIS)?"
      2. Encourage a sentence response from each child; however, accept the capability of the child in

in responding.
3. For a correct response, reinforce with a chip.
4. For an incorrect or no response, request the child to be seated, then direct the question to another child or to the class for individual or unison response.

Lesson Plan - Low Level
Lesson #86 Date:__________________

Purpose: Identification of colors (yellow, blue, purple, orange and green); Identification of shapes (circle, square, and triangle); Counting (1 through 5).
Materials: PLDK (P-Level) Number Concept Cards (N-1b through N-5b); Color chips; Card (N-6b) (optional); Materials for reinforcement.

I. Counting Time
1. Seat children at a table.
2. Give each child five like color chips in a paper cup. Thus, each child will have a different color set of 5 chips. Example: One child will have 5 yellow chips, another 5 blue chips, etc.
3. Say, "WE ARE GOING TO COUNT THE COLOR CHIPS." Repeat the sentence in unison.
4. Say, "DO AS I DO."
5. Say, "HOLD UP A CHIP, PUT IT ON THE TABLE, ONE." Continue until the 5 chips have been counted. Continue slowly, so that each child has the chip up, then placed on the table in unison, also encouraging each child to count the chips 1 through 5.
6. While putting the chips back into the cup, repeat the counting in unison.
7. For very good responses, reinforce with praise and a chip.
8. For failure to respond or in cases where encouragement and demonstration become necessary, reinforce with praise or ignore failure, especially if the failure to respond appears to be an attempt to receive attention as opposed to not understanding the command.

II. Activity Time
1. While the children continue seated at the table, each with a cup containing 5 color chips, give each child a Number Concept Card which matches the color chips in the child's cup.
2. Say, "LET'S PLAY A LOOKING GAME." "WHAT DO YOU LOOK WITH?" For a response of "eyes", or "I see with my eyes", reinforce with praise.
3. Point to the card, the shapes, and chips, as you say, "EACH OF YOU HAS A CARD WITH SHAPES ON IT. EACH OF YOU HAS FIVE COLOR CHIPS."

4. Say, in unison, (as each item is held up for identification) "I HAVE A CARD WITH SHAPES ON IT, I HAVE FIVE COLOR CHIPS IN MY CUP."
5. Say, "PUT ONE COLOR CHIP ON EACH SHAPE ON YOUR CARD." Number concept card (N-6b) might be used for demonstration as to how to put a chip on a shape.
   a. For a correctly filled card (one chip on each shape), reinforce with a chip.
   b. Assist those children who do not respond correctly, if the failure appears to be the result of not comprehending the task.
   c. However, if the child appears to be responding incorrectly for attention, you may request another child to assist.
6. When each child has completed a card, have the children exchange cards and chips, then repeat (II-4). Continue until each child has had each card and each color chip.
   a. As each child receives a new set of chips, name the color. Example: "(NAME OF CHILD) HAS (COLOR) CHIPS."
   b. Also, as each child receives a new card, name the shapes on the card. Example: "(NAME OF CHILD) HAS (COLOR) (SHAPES) ON THE CARD."

III. Vocabulary Building Time
- A. Recognition
  1. As each number concept card is presented, name the color and the shape.
  2. Present the cards again. Say in unison, "THESE (THIS) ARE (IS) (COLOR) (SHAPE)."
     a. For correct responses, reinforce with a chip.
     b. Ignore no responses. Correct an incorrect response, if such occurs.
  3. Place the five cards on the chalkboard, on the two levels, two on the upper level and three on the lower level.
     a. Say, "GIVE ME THE (NAME OF PICTURE), (NAME OF CHILD)."
     b. For a correct response, reinforce with praise.
     c. For an incorrect response, request the child to be seated, then make the same request of another child.
- B. Expression
  1. Following a correct response (III, A, 3), say, "WHAT ARE (IS) THESE (THIS)?"
  2. Encourage a sentence response from each child; however, accept the capability of the child in responding.
  3. For a correct response, reinforce with a chip.
  4. For an incorrect or no response, request the child to be seated, then direct the question to another child or to the class for individual or unison response.

Lesson Plan - Low Level
Lesson #87 **Date:**__________________

Purpose: Identification of Boy's and Girl's Clothing
Materials: PLDK Clothing Cards: (Level P) Boy's cap (C-4), Girl's hat (C-5), Boy's pajamas (C-11), Girl's pajamas (C-12), Boy's shoes (C-16), Girl's shoes (C-17), Boy's swimsuit (C-23), Girl's swimsuit (C-24); People cards (Level P) Boy (P-2), Girl (P-7); Medium box; bean bag; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present the eight clothing cards and the two people cards, stressing the person to whom the clothing belongs. Example: "THIS IS A BOY'S CAP." "THIS IS A GIRL'S HAT."
    2. Present the cards again to obtain unison responses. Example: "THIS IS A (NAME OF CLOTHING)."
      a. For a good response, reinforce with a chip.
      b. Ignore no responses.
    3. Place the 8 clothing cards on the chalkboard.
      a. Say, "GIVE ME THE (NAME OF CLOTHING), (NAME OF CHILD)."
      b. For a correct response, reinforce with praise.
      c. For an incorrect response, request the child to be seated, then identify the correct picture.
  B. Expression
    1. Following a correct response (I, 3, a), say, "WHAT ARE (IS) THESE (THIS)?"
    2. Encourage a sentence response from each child; however, accept the capability of the child in responses.
    3. For a correct response, reinforce with a chip.
    4. For an incorrect response, request the child to be seated, then direct the question to another child or to the class for individual or unison response.
    5. Continue until each child has had opportunity to identify and to name each card.

II. Critical Thinking Time
  1. As each of the eight clothing cards are placed on the chalkboard, say, "THIS IS BOY'S (GIRL'S) CLOTHING."
  2. Select a clothing card, say, "IS THIS BOY'S (GIRL'S) CLOTHING, (NAME OF CHILD)?"
    a. Ask the question so that only "yes" would be the correct response.
    b. For a correct response, reinforce with a chip and say, "YES, THIS IS BOY'S (GIRL'S) CLOTHING."

c. For an incorrect response, request the child to be seated, then say, "YES, THIS IS BOY'S (GIRL'S) CLOTHING."

3. With the eight clothing cards remaining on the chalkledge, select a card, present it to a child, say, "WHERE WOULD YOU WEAR THIS CLOTHING, (NAME OF CHILD)?"
   a. Accept any reasonable answer, reinforce with a chip.
   b. For a child who fails to respond, provide a choice. Example: A hat or cap might be worn outdoors, or on the head.

III. Activity Time

1. Demonstrate tossing the bean bag into the box. Say, "I AM TOSSING THE BEAN BAG INTO THE BOX."
2. Say, "IF YOU WANT TO TOSS THE BEAN BAG, SAY, 'MAY I TOSS THE BEAN BAG?'"
   a. For a correct request, reinforce with praise, a chip, and opportunity to toss the bean bag.
   b. Encourage each child to make request; however, during the first part of this exercise, if one child continues to make request allow him to continue, in order to perhaps create a desire in other children.

Lesson Plan - Low Level
Lesson #38 Date:__________________

Purpose: Identification of Boy's and Girl's Clothing
Materials: PLDK Clothing Cards: (Level P) Boy's cap (C-4), Girl's hat (C-5), Boy's pajamas (C-11), Girl's pajamas (C-12), Boy's shoes (C-16), Girl's shoes (C-17), Boy's swimsuit (C-23), Girl's swimsuit (C-24); People cards (Level P) Boy (P-2), Girl (P-7); Medium box; a brown ball, a black ball, a white ball; Materials for reinforcement.

I. Vocabulary Building Time

A. Recognition

1. Present the eight clothing cards and the two people cards, stressing the person by whom the clothing is worn.
2. Present the cards again to obtain unison responses. Example: "THIS IS A BOY'S CAP."
   a. For a good response, reinforce with a chip.
   b. Ignore no responses.
3. Place the eight clothing cards on the chalkboard.
   a. Say, "GIVE ME THE (NAME OF CLOTHING), (NAME OF CHILD)."
   b. For a correct response, reinforce with praise.
   c. For an incorrect response, request the child to be seated, then identify the correct picture.

B. Expression

1. Following a correct response (I, A, 3), say, "WHAT ARE (IS) THESE (THIS)?"
2. Encourage a response according to the capability of the child.
3. For a response in accord with the child's ability, reinforce with a chip.
4. For an incorrect response, request the child to be seated, then direct the question to another child.
5. Continue until each child has had opportunity to identify and name each card.

II. Critical Thinking Time
1. Present each of the eight clothing cards to the class, say, "THIS (NAME OF CLOTHING) IS BOY'S (GIRL'S) CLOTHING." Example: "THIS BOY'S CAP IS BOY'S CLOTHING."
2. Present the cards again in order to obtain unison responses.
3. Select a clothing card, say, "IS THIS BOY'S (GIRL'S) CLOTHING, (NAME OF CHILD)?"
    a. Ask the question so that only "no" would be the correct response.
    b. For a correct response, reinforce with a chip and say, "YOU ARE RIGHT, THIS IS NOT BOY'S (GIRL'S) CLOTHING, THIS IS BOY'S (GIRL'S) CLOTHING."
    c. For an incorrect response, say, "THIS IS NOT BOY'S (GIRL'S) CLOTHING."

III. Activity Time
1. Demonstrate tossing the black, white and brown balls into the box. Say, "I AM TOSSING THE BLACK, (WHITE), (BROWN) BALL INTO THE BOX."
2. Say, "IF YOU WANT TO TOSS A BALL, SAY, 'MAY I TOSS THE (COLOR) BALL?'"
    a. For a correct request, reinforce with a chip, an opportunity to toss a ball, and say, "YES, YOU MAY TOSS THE (COLOR) BALL."
    b. Encourage each child to make request; however, during the first part of Activity Time, if a child continues to make request, allow him to continue, in order to perhaps create a desire in other children.

Lesson Plan - Low Level
Lesson #89 Date:____________________

Purpose: Identification of Boy's and Girl's Clothing
Materials: PLDK Cards (Level P) Boy (P-2); Girl (P-7); Boy's Clothing--Cap (C-4), Pajamas (C-11), Shoes (C-16), Swimsuit (C-24), medium box; brown, black, and white balls; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present the eight clothing cards to obtain unison responses.
      a. For a good response, reinforce with a chip.
      b. Ignore no responses.
    2. Place the eight clothing cards on the chalkboard.
      a. Say, "GIVE ME THE (NAME OF CLOTHING), (NAME OF CHILD)."
      b. For a correct response, reinforce with praise.
      c. For an incorrect response, request the child to be seated, then identify the correct picture.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT ARE (IS) THESE (THIS)?"
    2. For a response in accord with the child's ability, reinforce with a chip.
    3. For an incorrect response, request the child to be seated, then direct the question to another child.
    4. Continue until each child has had opportunity to identify and name each card.

II. Critical Thinking Time
  1. Present each of the eight clothing cards to the class, say, "THIS (NAME OF CLOTHING) IS BOY'S (GIRL'S) CLOTHING." Example: "THIS BOY'S CAP IS BOY'S CLOTHING."
  2. Present the cards again in order to obtain unison responses.
  3. Select a clothing card, say, "IS THIS BOY'S (GIRL'S) CLOTHING, (NAME OF CHILD)?"
    a. Ask the question at random so that either "yes" or "no" would be a correct response.
    b. For a correct response, reinforce with a chip and say, "YOU ARE RIGHT, THIS IS (IS NOT) BOY'S (GIRL'S) CLOTHING, THIS IS BOY'S (GIRL'S) CLOTHING."
    c. For an incorrect response, make the correction, say, "THIS IS (IS NOT) BOY'S (GIRL'S) CLOTHING, THIS IS BOY'S (GIRL'S) CLOTHING."

III. Activity Time
  1. Demonstrate tossing the black, white, and brown balls into the box. Tell the class what you are doing.
  2. Encourage the children to request a (color) ball.
    a. For a correct request, reinforce with a chip, an opportunity to toss a ball; say,
    b. Encourage each child to make a request.
  3. Following a ball being tossed into a box, ask the child, "WHAT DID YOU DO?"
    a. Encourage a response--"I tossed the (color) ball into the box."
    b. Reinforce a correct response with a chip.

c. Unison responses may be used to encourage the children who fail to respond.

Lesson Plan - Low Level
Lesson #90 Date:____________________

Purpose: Identification of Foods
Materials: PLDK (Level P) Food Cards (F-1 through F-10); Elbert the Elephant Puppet; Reinforcement Materials; 3 balls--white, black, and brown; medium box.

I. Vocabulary Building Times
  A. Recognition
    1. Place the Food Cards (F-1 through F-10) in the P. Mooney Bag.
    2. Hold Elbert on one hand, say, "ELBERT THE ELEPHANT WILL NAME THE CARDS TODAY." Give everyone opportunity to become acquainted with Elbert.
    3. Remove a food card from the P. Mooney, say, "THIS FOOD IS (NAME OF FOOD)."
    4. As you hold the card, say, "NOW EVERYONE SAY THE SENTENCE WITH ELBERT, 'THIS FOOD IS (NAME OF FOOD).'" Then place the picture on the chalkboard.
    5. Say, "GIVE ELBERT THE (NAME OF FOOD), (NAME OF CHILD)."
      a. For a correct response, Elbert should reinforce with a chip.
      b. For an incorrect response, say, "ELBERT WANTED THE (NAME OF FOOD), NOT THIS (NAME OF FOOD), BE SEATED."
  B. Expression
    1. Following a correct response (I, A, 5), say, "WHAT FOOD IS THIS?"
    2. For a correct response within the capability of the child, reinforce with a chip.
    3. For an incorrect response, say, "ELBERT SAYS THIS IS (NAME OF FOOD), NOT (NAME OF FOOD)." "ELBERT SAYS YOU DO NOT GET A CHIP WHEN YOU DO NOT NAME THE FOODS RIGHT."
    4. Continue until each child has responded to each food card.

II. Sentence Building Time
  1. Select two food cards, hold up one food card, say, "THIS IS (NAME OF FOOD)." Hold up another food card, say, "THIS IS NOT (NAME OF FOOD), THIS IS (NAME OF FOOD)." Example: While holding the bacon, say, "THIS IS BACON." While holding the corn, say, "THIS IS NOT BACON, THIS IS CORN."
  2. Repeat the exercise with the class or with an individual child for responses in unison.
    a. Reinforce appropriate responses with a chip.
    b. Ignore inappropriate or no responses.

III. Listening and Doing Time

1. Place only two food cards on the chalkboard, say, "BRING ME (NAME OF FOOD) AND (NAME OF FOOD), (NAME OF CHILD)." Example: With beans and cake on the chalkboard, say, "BRING ME THE BEANS AND CAKE, (NAME OF CHILD)."
2. For a correct response (both food cards), reinforce with two chips and praise for bringing both food cards (name the foods).
3. If only one card is brought, remind the child that you requested both food cards. If the second card is then brought, praise the child for bringing both cards; however, remind the child that to receive the two chips, both food cards must be brought the first time. Remind the child to listen.

IV. Activity Time

1. Demonstrate tossing the balls into the box. As you toss a ball, say, "I AM TOSSING THE (COLOR) BALL INTO THE BOX."
2. Place the balls on a surface, say, "GIVE ME THE (COLOR) BALL, (NAME OF CHILD)."
    a. For a correct response, reinforce with praise.
    b. For an incorrect response, request the child to be seated.
3. Following a correct response (IV, 2), say, "WHAT IS THIS?"
    a. For a correct response, say, "YES, THIS IS A (COLOR) BALL." Reinforce with a chip and permit a toss of the ball into the box.
    b. For an incorrect response, request the child to be seated.

Lesson Plan - Low Level
Lesson #91
Date:____________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Ball T-2), Balloon (T-3), Doll & doll kit (T-8), Drum (T-11), Guitar (T-12), Gun (T-13); Pre-recorded tape of sounds of the six toys from Record 8-Side B; tape recorder; ball suitable for bouncing; Materials for reinforcing.

I. Listening Time

1. Say, "TODAY WE WILL LISTEN TO SOUNDS MADE BY TOYS."
2. Show the pictures in order, as a picture is presented say,
    (a) "YOU WILL HEAR A TOY BALL BOUNCING."
    (b) "YOU WILL HEAR A TOY BALLOON."
    (c) "YOU WILL HEAR A TOY DOLL."
    (d) "YOU WILL HEAR A TOY DRUM."
    (e) "YOU WILL HEAR A TOY GUITAR."

(f) "YOU WILL HEAR A TOY GUN."

3. Play and name the sounds. Do not show the pictures during this playing of sound. Example: Play the sound of the balloon. Say, "THAT WAS THE SOUND OF A TOY BALLOON."
4. Present the picture, remind the class to listen to the sound made by the (toy), play the sound.
   a. Reinforce attending (looking and quiet) with a chip, calling attention as to why a chip was given.
   b. Ignore lack of attention.

II. Listening and Identification Time
1. Recognition
   a. Place the six toy cards on the chalkboard, name each toy as presented.
   b. Remind the class to listen to the sounds of toys.
   c. Play a sound, say, "GIVE ME WHAT MADE THE SOUND, (NAME OF CHILD)."
   d. For a correct response, reinforce with praise.
   e. For an incorrect response, request the child to be seated, then say, "THAT SOUND WAS NOT A (TOY), THAT WAS A (TOY)."
   f. Give each child an opportunity to identify each sound.
2. Expression
   a. Following a correct response (II, 1), say, "WHAT TOY IS THIS?"
   b. For a correct response, reinforce with a chip.
   c. For an incorrect response, after the child is seated, say, "NO, THIS IS NOT A (TOY), THIS IS A (TOY)."

III. Activity Time
1. Counting as you bounce a ball, demonstrate to the class five bounces of a ball.
2. Instruct the class, if they want to bounce the ball, they must ask for the ball.
   a. Reinforce a request, with a chip and an opportunity to bounce the ball.
   b. Encourage a sentence request, "Give me the ball."
   c. For other use of the ball, than bouncing, the child should surrender the ball at once.
   d. While a child is bouncing the ball, say, "(NAME OF CHILD) IS BOUNCING THE BALL."

IV. Vocabulary Building Time
A. Recognition
   1. Name and place the six toy cards on the chalkboard.
   2. Encourage naming in unison the toys as you point to each picture.

3. Say, "GIVE ME THE (TOY) (NAME OF CHILD)."
    a. For a correct response, reinforce with praise.
    b. After the child is seated, correct incorrect responses.

B. Expression
1. After a correct response (IV, 3), say, "WHAT IS THIS TOY?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, request the child to be seated, then make the correction.

Lesson Plan - Low Level
Lesson #92
Date:__________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Ball (T-2), Balloon (T-3), Doll and doll kit (T-8), Drum (T-11), Guitar (T-12), Gun (T-13); Pre-recorded tape of sounds of the six toys from Record 8 - Side B; Tape recorder; ball suitable for bouncing; Materials for reinforcement.

I. Listening Time
1. Remind the class to listen to sounds made by toys.
2. Play the sound, present the picture as the sound is produced, name the toy producing the sound.
    a. Reinforce attending (looking and quiet) with a chip, calling attention as to why a chip was given.
    b. Ignore lack of attention.

II. Listening and Identification Time
1. Recognition
    a. Place the six toy cards on the chalkboard, name each toy as presented.
    b. Remind the class to listen to the sounds of toys.
    c. Play a sound, say, "GIVE ME THE TOY THAT MADE THAT SOUND, (NAME OF CHILD)."
    d. For a correct response, reinforce with praise.
    e. For an incorrect response, request the child to be seated, say, "THAT SOUND WAS NOT A (TOY), THAT WAS A (TOY)."
    f. Give each child an opportunity to identify each sound.
2. Expression
    a. Following a correct response (II, 1), say, "WHAT TOY IS THIS?"
    b. For a correct response, reinforce with a chip.
    c. For an incorrect response, after the child is seated, say, "NO, THIS IS NOT A (TOY), THIS IS A (TOY)."

III. Activity Time
1. Counting as you bounce a ball, demonstrate bouncing the ball five times.

2. Instruct the class, if they want to bounce the ball, they must ask for the ball.
    a. Reinforce a request, with a chip and an opportunity to bounce the ball.
    b. Encourage a sentence request, "GIVE ME THE BALL."
    c. For other use of the ball, than bouncing, the child should surrender the ball at once.
    d. While a child is bouncing the ball, say, "(NAME OF CHILD) IS BOUNCING THE BALL."
    e. For voluntary responses of counting, or saying, "(CHILD) IS BOUNCING THE BALL," reinforce with a chip.

IV. Memory Time
1. Name any two toy cards placed on the chalkboard. Encourage unison responses with praise, also a chip for an unusually appropriate response.
2. Remind the class to remember where the pictures are located. Example: "The ball is here; the gun is here beside it."
3. Give the 2 cards to a child, say, "PUT THE TOY-PICTURES JUST LIKE I HAD THEM."
    a. For a correct response, reinforce with a chip and praise.
    b. For an incorrect response, make the correction.
4. Following a correct response (IV, 3), point to each picture, say, "WHAT IS THIS?"
    a. For correct response, reinforce with a chip and praise.
    b. For an incorrect response, make the correction, after the child is seated.

Lesson Plan - Low Level
Lesson #93 Date:____________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Ball (T-2), Balloons (T-3), Doll and doll kit (T-8), Drum (T-11), Guitar (T-12), Gun (T-13); Pre-recorded tape of sounds of the six toys from Record 8-Side B; Tape recorder; PLDK (Level #1) Toy Cards--Ball (T-2), Balloon (T-4), Drum (T-6), Gun (T-8); Materials for reinforcement.

I. Listening Time
1. Remind the class to listen to sounds made by toys.
2. Play a sound, present the picture as the sound is produced, name the toy producing the sound.
    a. Reinforce looking and quiet with a chip, calling attention as to reason a chip is given.
    b. Ignore lack of attention.

II. Listening and Identification Time
   1. Recognition
      a. Place the six toy cards on the chalkboard, name each toy as presented.
      b. Remind the class to listen.
      c. Play a sound, say, "GIVE ME THE TOY THAT MADE THAT SOUND, (NAME OF CHILD)."
      d. For a correct response, reinforce with praise.
      e. For an incorrect response, request the child to be seated, then make correction.
      f. Give each child an opportunity to identify each sound.
   2. Expression
      a. Following a correct response (II, 1), say, "WHAT TOY IS THIS?"
      b. For a correct response, reinforce with a chip.
      c. For an incorrect response, after the child is seated, make correction.

III. Memory Time
   1. Name, as any two cards are placed on the chalkboard. Encourage unison responses with praise, also a chip for an unusually appropriate response.
   2. Remind the class to remember where the pictures are located. Example: "The ball is here, the gun is beside it."
   3. Give the 2 cards to a child, say, "PUT THE TOY PICTURES LIKE I HAD THEM."
   4. Following a correct response (III, 3), point to each picture, say, "WHAT IS THIS?"
      a. For correct responses, reinforce with chips and praise.
      b. For an incorrect response, make the correction, after the child is seated.
   5. If time permits, increase the task to include three pictures.

IV. Matching Time
   1. Recognition
      a. Place the following pictures on the chalkboard--ball, balloon, drum, and gun.
      b. From the matching set of pictures, present a picture (ball, balloon, drum, or gun) say, "GIVE ME A PICTURE LIKE THIS, (NAME OF CHILD)."
      c. For a correct response, reinforce with praise.
      d. For an incorrect response, make the correction after the child is seated.
   2. Expression
      a. Following a correct response (IV, 1), say, "WHAT IS THIS TOY?"
      b. For a correct response, reinforce with praise and a chip.

c. For an incorrect response, direct the question to the class to be named by anyone.

Lesson Plan - Low Level
Lesson #94 Date:________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Ball (T-2), Balloon (T-3), Doll and doll kit (T-8), Drum (T-11), Guitar (T-12), Gun (T-13); (Level #1) Toy Cards--Ball (T-2), Balloon (T-4), Drum (T-6), Gun (T-8); Materials for reinforcement.

I. Identification Time
  1. Recognition
    a. Place the six toy cards on the chalkboard, name each toy as presented.
    b. Say, "GIVE ME THE (TOY), (NAME OF CHILD)."
    c. For a correct response, reinforce with praise.
    d. For an incorrect response, after the child is seated, make correction.
  2. Expression
    a. Following a correct response (I, 1), say, "WHAT TOY IS THIS?"
    b. For a correct response, reinforce with a chip.
    c. For an incorrect response, after the child is seated, make correction.

II. Memory Time
  1. Name and place any three toy cards on the chalkboard. Encourage unison responses with praise, also a chip for an unusually appropriate response.
  2. Remind the class to remember where the pictures are located. Example: "THE BALL IS HERE, THE GUN IS BESIDE THE BALL, AND THE DRUM IS BESIDE THE GUN."
  3. Give the 3 cards to a child, say, "PLACE THE PICTURES LIKE MINE."
    a. For a correct response, reinforce with a chip and praise.
    b. For an incorrect response, make the correction.
  4. Following a correct response (II, 3), point to each picture for identification, "WHAT IS THIS?"
    a. For correct response, reinforce with chips and praise.
    b. For an incorrect response, make the correction after the child is seated.
  5. If time permits, increase the task to include four pictures.

III. Matching Time
  1. Recognition

a. Place the following pictures on the chalkboard--ball, balloon, drum, and gun.
b. From the matching set of pictures, present a picture (ball, balloon, drum, or gun), say, "GIVE ME A PICTURE LIKE THIS, (NAME OF CHILD)."
c. For a correct response, reinforce with praise.
d. For an incorrect response, make the correction after the child is seated.

2. Expression
   a. Following a correct response (III, 1), say, "WHAT IS THIS TOY?"
   b. For a correct response, reinforce with praise and a chip.
   c. For an incorrect response, direct the question to the class to be named by anyone.
3. Plural Instruction
   a. Following a correct response (III, 2), as one picture of a toy is shown, say, "HERE IS ONE (NAME OF TOY)." Now show the two pictures and say, "HERE ARE TWO (NAME OF TOY)." Stress the plural ending of the name of the toy.
   b. Attempt to obtain a response in unison "HERE IS ONE (NAME OF TOY), HERE ARE TWO (NAME OF TOY)." Attempt to obtain a plural response for the two toy pictures.
   c. Reinforce only a response to which the plural form is produced.
   d. Make correction after child is seated.

Lesson Plan - Low Level
Lesson #95 Date:____________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Jump rope (T-15), Piano and stool (T-18), Top (T-31), Train, tracks and signal (T-33), Whistle (T-37); Pre-recorded tape of sounds of the five toys from Record 8-Side B; tape recorder; Jump rope; Materials for reinforcing.

I. Listening Time
   1. Say, "TODAY WE WILL LISTEN TO SOUNDS MADE BY TOYS."
   2. Show the pictures in order, as a picture is presented, say--
      a. "YOU WILL HEAR A JUMP ROPE."
      b. "YOU WILL HEAR A PIANO."
      c. "YOU WILL HEAR A TOP."
      d. "YOU WILL HEAR A TRAIN."
      e. "YOU WILL HEAR A WHISTLE."
   3. Play and name the sounds. Do not show the pictures during this playing of sound.
   4. Present a picture, remind the class to listen to the sound made by the (toy), play the sound.

- a. For attending, reinforce with a chip.
- b. Ignore lack of attention.

II. Listening and Identification Time
- 1. Recognition
  - a. Place the five toy cards on the chalkboard, name each toy as presented.
  - b. Remind the class to listen to the sounds of toys.
  - c. Play a sound, say, "GIVE ME THE TOY THAT MADE THAT SOUND, (NAME OF CHILD)."
  - d. For a correct response, reinforce with praise.
  - e. For an incorrect response, request the child to be seated, then make correction.
  - f. Provide each child an opportunity to identify each sound.
- 2. Expression
  - a. Following a correct response (II, 1), say, "WHAT TOY IS THIS?"
  - b. Encourage sentence response. Example: "THIS TOY IS A (NAME OF TOY)."
  - c. For a correct response, reinforce with a chip.
  - d. For an incorrect response, after the child is seated, make the correction.

III. Activity Time
- 1. Various methods may be used with the jump rope. Some of the children may want to try jumping rope individually, while some may need the rope "turned" by others, while still others may only be able to jump the rope suspended a few inches from the floor.
- 2. Instruct the class, if they want to jump the rope, they must ask for the rope.
  - a. Reinforce a request with a chip and an opportunity to jump the rope.
  - b. Encourage a sentence request, "GIVE ME THE ROPE."
  - c. While a child is jumping the rope, say, "(NAME OF CHILD) IS JUMPING THE ROPE."

IV. Vocabulary Building Time
- A. Recognition
  - 1. Name and place the five toy cards on the chalkboard.
  - 2. Encourage naming in unison the toys as you point to each picture.
  - 3. Say, "GIVE ME THE (TOY), (NAME OF CHILD)."
    - a. For a correct response, reinforce with praise.
    - b. After the child is seated, correct incorrect responses.
- B. Expression
  - 1. After a correct response (IV, 3), say, "WHAT IS THIS TOY?"
  - 2. For a correct response, reinforce with a chip.
  - 3. For an incorrect response, request the child to be seated, then make the correction.

Lesson Plan - Low Level
Lesson #96 Date:____________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Jump rope (T-15), Piano (T-18), Top (T-31), Train (T-33), Whistle (T-37); Prerecorded tape of sounds of the five toys from Record 8 - Side B; tape recorder; Top; Materials for reinforcing.

I. Listening Time
   1. Remind the class to listen to sounds made by toys.
   2. Play the sound, present the picture as the sound is produced, name the toy producing the sound.
      a. Reinforce quiet looking attention with a chip.
      b. Ignore lack of attention.

II. Listening and Identification Time
   1. Recognition
      a. Place the five toy cards on the chalkboard, name each toy as presented.
      b. Remind the class to listen to the sounds of toys.
      c. Play a sound, say, "GIVE ME THE TOY THAT MADE THE SOUND, (NAME OF CHILD)."
   2. Expression
      a. Following a correct response (II, 1), say, "WHAT TOY IS THIS?"
      b. For a correct response, reinforce with a chip.
      c. For an incorrect response, after the child is seated, make correction.

III. Activity Time
   1. Demonstrate spinning the top.
   2. Instruct the class, if they want to spin the top, they must ask for the top.
      a. Reinforce a request with a chip and an opportunity to spin the top. It will probably be necessary for the instructor to "wind" the top for most of the children.
      b. Encourage sentence requests.
      c. While the top is spinning, encourage unison and individual statements, "THE TOP IS SPINNING."

IV. Memory Time
   1. Name any three cards as placed on the chalkboard.
   2. Remind the class to remember where the pictures are located.
   3. Give the three cards to a child, say, "PUT THE PICTURES LIKE MINE."
      a. For a correct response, reinforce with a chip and praise.
      b. For an incorrect response, make the correction.

   c. For some children, it might be necessary to leave one picture on the chalkboard and give two pictures to place in relation to the one remaining.

4. Following a correct response (IV, 3), point to each picture, say, "WHAT TOY IS THIS?"
   a. For correct response, reinforce with a chip and praise.
   b. For an incorrect response, make the correction, after the child is seated.

Lesson Plan - Low Level
Lesson #97 Date:____________________

Purpose: Identification of Toys

Materials: PLDK (Level P) Toy Cards--Jump Rope (T-15), Piano (T-18), Top (T-31), Train (T-33), Whistle (T-37); Pre-recorded tape of sounds of the five toys from Record 8 - Side B; Tape recorder; PLDK (Experimental Level P) Toy Cards--Piano, Top, Train, Whistle; Materials for reinforcement.

I. Listening and Identification Time
   1. Remind the class to listen to sounds made by the toys.
   2. Play the sounds, present a picture as the sound is produced, name the toy producing the sound.
   3. Recognition
      a. Place the five toy cards on the chalkboard, name each toy as presented.
      b. Remind the class to listen.
      c. Play a sound, say, "GIVE ME THE TOY THAT MADE THAT SOUND, (NAME OF CHILD)."
      d. For a correct response, reinforce with praise.
      e. For an incorrect response, make the correction after the child is seated.
   4. Expression
      a. Following a correct response (I, 3), say, "WHAT TOY IS THIS?"
      b. For a correct response, reinforce with a chip.
      c. For an incorrect response, make the correction after the child is seated.

II. Memory Time
   1. Name any four cards as placed on the chalkboard. Encourage unison responses with praise.
   2. Encourage the class to remember where the pictures are located. Example: "THE PIANO IS FIRST, BESIDE IT IS THE TOP, BESIDE IT IS THE TRAIN AND BESIDE IT IS THE WHISTLE."
   3. Give the four cards to a child, say, "PUT THE PICTURES ON THE CHALKBOARD JUST LIKE MINE."
      a. For a correct response, reinforce with a chip and praise.

        b. For an incorrect response, make the correction.
    4. Following a correct response (II, 3), point to each picture, say, "WHAT TOY IS THIS?"
        a. For correct responses, reinforce with chips and praise.
        b. For an incorrect response, make the correction after the child is seated.

III. Matching Time
    1. Recognition
        a. Place the following pictures on the chalkboard--piano, top, train, and whistle.
        b. From the matching set of pictures, present a picture (piano, top, train, or whistle), say, "GIVE ME A PICTURE LIKE THIS, (NAME OF CHILD)."
        c. For a correct response, reinforce with praise.
        d. For an incorrect response, make the correction after the child is seated.
    2. Expression
        a. Following a correct response (III, 1), say, "WHAT IS THIS TOY?"
        b. For a correct response, reinforce with praise and a chip.
        c. For an incorrect response, direct the question to the class to be named by anyone.

Lesson Plan - Low Level
Lesson #98 Date:____________________

Purpose: Identification of Toys
Materials: PLDK (Level P) Toy Cards--Jump rope (T-15), Piano (T-18), Top (T-31), Train (T-33), Whistle (T-37); PLDK (Experimental Level P) Toy Cards--Piano, Top, Train, Whistle; Materials for reinforcement.

I. Identification Time
    1. Recognition
        a. Name each of the five toy cards as placed on the chalkboard.
        b. Say, "GIVE ME THE (TOY), (NAME OF CHILD)."
        c. For a correct response, reinforce with praise.
        d. For an incorrect response, make the correction after the child is seated.
    2. Expression
        a. Following a correct response (I, 1), say, "WHAT TOY IS THIS?"
        b. For a correct response, reinforce with a chip.
        c. For an incorrect response, make the correction after the child is seated.

II. Memory Time
    1. Name and place any four toy cards on the chalkboard. Encourage unison responses with praise, also a chip

for an unusually appropriate response.

2. Remind the class to remember where the pictures are located.
3. Give the 4 cards to a child, say, "PLACE THE PICTURES LIKE MINE."
    a. For a correct response, reinforce with a chip and praise.
    b. For an incorrect response, make the correction.
4. Following a correct response (II, 3), point to each picture for identification, "WHAT IS THIS?"
    a. For correct responses, reinforce with chips and praise.
    b. For an incorrect response, make the correction after the child is seated.
5. If time permits, increase the task to include five pictures.

III. Matching Time

1. Recognition
    a. Place the following pictures on the chalkboard--piano, top, train, and whistle.
    b. From the matching set of pictures, present a picture (piano, top, train or whistle), say, "GIVE ME A PICTURE LIKE THIS, (NAME OF CHILD)."
    c. For a correct response, reinforce with praise.
    d. For an incorrect response, make the correction after the child is seated.
2. Expression
    a. Following a correct response (III, 1), say, "WHAT IS THIS TOY?"
    b. For a correct response, reinforce with praise and a chip.
    c. For an incorrect response, direct the question to the class to be named by anyone.
3. Plural Instruction
    a. Following a correct response (III, 2), as one picture of a toy is shown, say, "HERE IS ONE (NAME OF TOY)." Now show two pictures of the toy, say, "HERE ARE TWO (NAME OF TOY)." Stress the plural ending of the name of the toy.
    b. Attempt to obtain a response in unison, "HERE IS ONE (NAME OF TOY), HERE ARE TWO (NAME OF TOY)."
    c. Reinforce only a response to which the plural form is produced.
    d. Make correction after child is seated.

Lesson Plan - Low Level
Lesson #99 Date:____________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree).

Materials: Developmental Learning Materials - Association Picture Cards (each set of card categories, tables, clocks, chairs, lamps, houses, and trees, have been numbered on the back, 1 through 5). This numbering system will be used in lesson plan; Table #1, Clock #1, Chair #1, Lamp #1, House #1, Tree #1; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present and name the six pictured objects, use the following: Table #1, Clock #1, Chair #1, Lamp #1, and Tree #1.
    2. As these pictures are small when compared to previously used pictures, allow each child to hold the card; also, encourage each child to look at the object.
    3. After all children have inspected and named the six pictures, place the pictures on the chalkboard, say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make the correction after the child is seated.
  B. Expression
    1. Following a correct response, (I, A), say, "WHAT IS THIS PICTURE?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction after the child is seated.

II. Critical Thinking
  1. After making the following statements, present the appropriate picture as completing the statement:
    a. "WE PUT OUR FOOD ON A_________." (TABLE)
    b. "WE TELL TIME BY A___________." (CLOCK)
    c. "WE SIT ON A_________." (CHAIR)
    d. "WE GET LIGHT AT NIGHT FROM A_______. (LAMP)
    e. "WE LIVE IN A_________." (HOUSE)
    f. "WE CAN'T STAND IN THE SHADE OF A_______." (TREE)
  2. Direct one of the statements (II, 1) to a child, present the picture for the child to complete the statement.
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make the correction, then direct another statement to another child.

III. Activity Time (Following Directions)
  1. Space the chairs so that each child will have space for moving about the chair.
  2. Explain that each child is to do what you say, just as soon as the command is given, give simple commands

stressing body parts and directional words. Read the following commands:
    a. STAND UP.
    b. STAND BEHIND YOUR CHAIR.
    c. STAND IN FRONT OF YOUR CHAIR.
    d. PUT YOUR HANDS BEHIND YOU.
    e. SIT DOWN IN YOUR CHAIR.
    f. PUT YOUR FINGERS ON YOUR TOES.
    g. HOLD YOUR HANDS OVER YOUR HEAD.
    h. PUT YOUR FINGERS ON YOUR NOSE.
    i. STAND UP.
    j. WALK AROUND YOUR CHAIR.
    k. STAND BESIDE YOUR CHAIR.
    l. Count your fingers as I count, "ONE, TWO, THREE, FOUR, FIVE."
    m. PUT YOUR FINGERS IN YOUR HAIR.
    n. STAND IN FRONT OF YOUR CHAIR.
    o. SIT IN YOUR CHAIR.
    p. STICK OUT YOUR TONGUE, PUT YOUR TONGUE BACK IN YOUR MOUTH.
    q. COUNT AND POINT TO YOUR EARS, "ONE, TWO, THREE, FOUR, FIVE."
    r. COUNT AND CLAP SLOWLY, SAY, "ONE, TWO, THREE, FOUR, FIVE."
3. Reinforce each child's correct response with a chip.
4. Assist with demonstration those children who fail to respond correctly.
5. As time permits, repeat those commands to which the children have failed to respond correctly.

IV. Describing Time
1. Explain to the class that you the teacher will perform an action, then the class will tell what you are doing.
2. You may use some of the list of (III, Following Directions)
    a. For a correct response, reinforce with a chip.
    b. Encourage those who do not respond, but do not provide the non-responder with too much attention, working for competition within the class to increase the responses.

Lesson Plan - Low Level
Lesson #100 Date:____________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree).

Materials: Developmental Learning Materials, Association Picture Cards (see L. #99). Table #2, Clock #2, Chair #2, Lamp #2, House #2, Tree #2; Materials for reinforcement.

I. Vocabulary Building Time

A. Recognition

1. Present and name the six pictured objects, use the following: Table #2, clock #2, chair #2, lamp #2, house #2, tree, #2; Materials for reinforcement.
2. As these pictures are small, allow each child to hold the card as you name the object; encourage echoic or unison responses.
3. After placing the six pictures on the chalkboard, say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
   a. For a correct response, reinforce with praise.
   b. For an incorrect response, make the correction after the child is seated.

B. Expression

1. Following a correct response (I, A), say, "WHAT IS THIS PICTURE?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction after the child is seated.

II. Critical Thinking

1. Direct one of the following statements to a child, present the appropriate picture following a pause to complete the statement:
   a. WE PUT OUR FOOD ON A__________. (TABLE)
   b. WE TELL TIME BY A__________. (CLOCK)
   c. WE SIT ON A__________. (CHAIR)
   d. WE GET LIGHT AT NIGHT FROM A__________. (LAMP)
   e. WE LIVE IN A__________. (HOUSE)
   f. WE CAN STAND IN THE SHADE OF A__________. (TREE)
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make the correction, then direct another statement to another child.

III. Activity Time (Following Directions)

1. Space the chairs so that each child will have space for moving about the chair.
2. Explain that each child is to do what is commanded, just as soon as the command is given. Give simple commands stressing body parts and directional words. Read the following commands:
   a. STAND UP.
   b. STAND BEHIND YOUR CHAIR.
   c. PUT YOUR HANDS BEHIND YOU.
   d. PUT YOUR HANDS OVER YOUR EYES.
   e. PUT YOUR HANDS ON YOUR EARS.
   f. PUT YOUR HANDS AT YOUR SIDE.
   g. STAND IN FRONT OF YOUR CHAIR.
   h. SIT DOWN.
   i. STICK YOUR TONGUE OUT, PUT YOUR TONGUE IN YOUR MOUTH.
   j. OPEN YOUR MOUTH, SAY, "AH."

k. CLOSE YOUR MOUTH, MAKE A HUMMING SOUND. (Demonstrate humming if necessary).
l. COUNT YOUR FINGERS WITH ME, (POINT AS COUNTING), SAY, "ONE, TWO, THREE, FOUR, FIVE."
m. POINT TO YOUR EARS.
n. SMILE AND MAKE AN ee SOUND.
o. STAND UP.
p. STAND BESIDE YOUR CHAIR.
q. SIT DOWN.
r. PUT YOUR FINGER ON YOUR NOSE.
s. PUT YOUR FINGER ON YOUR LIPS.
t. ROUND YOUR LIPS AND SAY, "oo."
u. Clap hands and count five times, say, "ONE, TWO, THREE, FOUR, FIVE."

3. Reinforce each child's correct response, with a chip.
4. Assist with demonstration those children who fail to respond correctly. Reinforce imitative responses with praise.
5. As time permits, repeat those commands to which the children have failed to respond correctly.

IV. Describing Time
1. Seat a child, preferably one who has responded correctly to most of the commands during (Activity Time, III), in front of the class.
2. Explain that this child will be given a command, and that some member of the class will tell what the other child is doing. In those classes where possible, whisper the command for the child to perform, or the child might be given opportunity to perform an act for another child to describe or name.
3. Following the action of the child, say, "WHAT DID (NAME OF CHILD) DO, (NAME OF CHILD)?"
   a. For a correct response by either child or both children, reinforce with a chip.
   b. For an incorrect response, provide opportunity for another child to respond.

Lesson Plan - Low Level
Lesson #101   Date:____________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree)

Materials: Developmental Learning Materials, Association Picture Cards (see L. #99)--Table #3, Clock #3, Chair #3, Lamp #3, House #3, Tree #3; Materials for reinforcement; Table.

I. Vocabulary Building Time
   A. Recognition

1. Present and name the six picture objects, use the following: DLM #3--table, clock, chair, lamp, house, and tree. (Call attention that these pictures are of the same objects but different pictures from previous lesson).
2. Allow each child to hold the picture card, encourage echoic or unison naming responses.
3. After placing the six pictures on the chalkboard, say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
    a. For a correct response, reinforce with praise.
    b. For an incorrect response, make the correction after the child is seated.

B. Expression
1. Following a correct response (I, A), say, "WHAT IS THIS PICTURE?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction after the child is seated.

II. Critical Thinking
1. Direct one of the following statements to a child, present the appropriate picture following a pause to complete the statement:
    a. WE PUT OUR FOOD ON A__________. (TABLE)
    b. WE TELL TIME BY A___________. (CLOCK)
    c. WE SIT ON A___________. (CHAIR)
    d. WE GET LIGHT AT NIGHT FROM A_______. (LAMP)
    e. WE LIVE IN A_________. (HOUSE)
    f. WE CAN STAND IN THE SHADE OF A________. (TREE)
    (Explain the above statements, especially to discuss shade or a shadow).
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make the correction.

III. Activity Time (Following Directions)
1. Space the chairs and table so that each child will have space for moving around the chairs and the table.
2. Explain that each child is to do what is commanded, as soon as the command is given. Give simple commands stressing body parts and directional words.
    Read the following commands:
    a. STAND UP.
    b. STAND BEHIND YOUR CHAIR.
    c. PUT YOUR HANDS ON YOUR EARS.
    d. PUT YOUR HANDS BEHIND YOU.
    e. PUT YOUR HANDS AT YOUR SIDE.
    f. STAND IN FRONT OF YOUR CHAIR.
    g. SIT DOWN.
    h. OPEN YOUR MOUTH, SAY, "AH".
    i. STICK OUT YOUR TONGUE, PUT YOUR TONGUE IN YOUR MOUTH.
    j. OPEN YOUR MOUTH, POINT TO YOUR TEETH.

    k. CLOSE YOUR MOUTH, MAKE A HUMMING SOUND. (DEMONSTRATE HUMMING, IF NECESSARY).
    l. STAND UP.
    m. WALK AROUND THE TABLE, THEN RETURN, AND SIT DOWN IN YOUR CHAIR.
    n. COUNT YOUR FINGERS WITH ME, (POINT AS COUNTING), SAY, "ONE, TWO, THREE, FOUR, FIVE."
    o. COUNT YOUR FINGERS BACKWARD, SAY, "FIVE, FOUR, THREE, TWO, ONE."
    p. ROUND YOUR LIPS AND SAY, "o͞o".
    q. STAND UP.
    r. WALK AROUND THE TABLE, THEN STAND BEHIND YOUR CHAIR.
    s. WALK AROUND THE CHAIR, WALK AROUND THE TABLE, THEN BE SEATED.
    t. COUNT YOUR FINGERS WITH ME, SAY, "ONE, TWO THREE, FOUR, FIVE."
    u. COUNT YOUR FINGERS BACKWARD, SAY, "FIVE, FOUR, THREE, TWO, ONE."
    v. ROUND YOUR LIPS AND SAY, "o͞o".
  3. Reinforce each child's correct response, with a chip.
  4. Assist with demonstration those children who fail to respond correctly; reinforce imitative responses with praise.

IV. Describing Time
  1. Seat a child, preferably one who has responded correctly to most of the commands during Activity Time, III, in front of the class.
  2. Explain that this child will be given a command, and that some member of the class will tell what the other child is doing. In those classes where possible, whisper the command to the child, or the child might be given opportunity to perform an act for another child to describe or name.
  3. Following the action of the child, say, "WHAT DID (NAME OF CHILD) DO, (NAME OF CHILD)?"
    a. For a correct response by either child or both children, reinforce with a chip.
    b. For an incorrect response, provide opportunity for another child to respond.

Lesson Plan - Low Level
Lesson #102 Date:________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree).

Materials: Developmental Learning Materials, Association Picture Cards (see L. #99), No. 4--Table, clock, chair, lamp, house and tree; Materials for reinforcement; Set No. 3 DLM Cards (optional); Model house; Table.

I. Vocabulary Building Time
   A. Recognition
      1. Present and name the six pictured objects, use the following: DLM #4--table, clock, chair, lamp, house, and tree. (Call attention that these pictures are the same objects but different pictures from previous lessons. This set #4 might be compared with set #3 DLM cards).
      2. Allow each child to examine each picture card, encourage echoic or unison naming responses.
      3. After placing the six pictures on the chalkboard, say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
         a. For a correct response, reinforce with praise.
         b. For an incorrect response, make the correction after the child is seated.
   B. Expression
      1. Following a correct response (I, A), say, "WHAT IS THIS PICTURE?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction after the child is seated.

II. Critical Thinking
   1. Direct one of the following statements to a child. Do not present the picture until after the response is made.
      a. WE PUT OUR FOOD ON A________. (TABLE)
      b. WE TELL TIME BY A________. (CLOCK)
      c. WE SIT ON A__________. (CHAIR)
      d. WE GET LIGHT AT NIGHT FROM A________. (LAMP)
      e. WE LIVE IN A__________. (HOUSE)
      f. WE CAN STAND IN THE SHADE OF A_________. (TREE)
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make the correction.

III. Activity Time (Following Directions)
   1. Space the chairs and table so that each child will have space for moving around the chair and the table. Place the model house on the table.
   2. Explain that each child is to do what is commanded, as soon as the command is given. Read the following commands:
      a. STAND UP.
      b. WALK AROUND YOUR CHAIR.
      c. WALK AROUND THE TABLE, THEN BE SEATED.
      d. POINT TO YOUR MOUTH.
      e. POINT TO YOUR KNEE.
      f. POINT TO YOUR FEET.
      g. OPEN YOUR MOUTH.
      h. SAY, "AH - $\overline{\text{oo}}$".
      i. POINT TO YOUR EARS.

j. PUT YOUR HANDS IN YOUR LAP.
k. SAY, "$\overline{oo}$ - ah."
l. STAND BEHIND YOUR CHAIR.
m. STAND BY THE TABLE.
n. POINT TO THE HOUSE.
o. POINT TO THE TABLE.
p. STAND IN FRONT OF YOUR CHAIR.
q. BE SEATED.
r. SAY, "AH - AH - AH."
s. SAY, "$\overline{oo}$ - $\overline{oo}$ - $\overline{oo}$."
t. STAND UP, WALK AROUND THE TABLE, AND BE SEATED. (Read the command slowly, but as a unit to be completed by a child without omitting any part).
u. SAY, "AH - $\overline{oo}$ - AH."

3. Reinforce each child's correct response with a chip. (For the production of sound, it may be necessary to direct the command to each child individually).
4. Assist with demonstration those children who fail to respond correctly. If failure to respond correctly appears to be reinforced by attention, ignore the child, or direct the attention of the class that a child isn't doing the commands correctly. Give much praise for correct responses.

IV. Conversation Time (Command and Obeying)
1. Assign one child to give commands, which may be taken from list (III) above. If the child will not give a command to the class, prompt the child with a command to be given.
2. For a command or for obeying the command, reinforce with a chip.
3. Give any child an opportunity to give commands.

Lesson Plan - Low Level
Lesson #103

Date:____________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree).

Materials: DLM Association Picture Cards (See L. #), No. 5--Table, clock, chair, lamp, house and tree; Materials for reinforcement; Set No. 4, DLM Cards (optional); Table; Lamp (optional).

I. Vocabulary Building Time
A. Recognition
1. Present and name the six pictured objects, use the following: DLM #4--table, clock, stool (chair), lamp, house, and tree. (Call attention that these pictures are the same objects but different pictures from previous lessons; also that the item used for sitting is a stool. The set #5 might be compared with set #4 DLM cards).

        2. Allow each child to examine each picture card, encourage echoic or unison naming responses.
        3. After placing the six pictures on the chalkboard, say, "GIVE ME THE (OBJECT), (NAME OF CHILD)."
            a. For a correct response, reinforce with praise.
            b. For an incorrect response, make the correction after the child is seated.
    B. Expression
        1. Following a correct response (I, A), say, "WHAT IS THIS PICTURE?"
        2. For a correct response, reinforce with a chip.
        3. For an incorrect response, make correction after the child is seated.

II. Critical Thinking
    1. Direct one of the following statements to a child. Do not present the picture as a clue. After the response, confirm or correct by presenting the picture.
        a. WE PUT OUR FOOD ON A__________. (TABLE)
        b. WE TELL TIME BY A__________. (CLOCK)
        c. WE SIT ON A__________. (CHAIR)
        d. WE GET LIGHT AT NIGHT FROM A__________. (LAMP)
        e. WE LIVE IN A__________. (HOUSE)
        f. WE CAN STAND IN THE SHADE OF A__________. (TREE)
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make the correction.

III. Activity Time (Following Directions)
    1. Space the chairs and table and/or lamp so that each child will have space for moving around each object.
    2. Explain that each child is to obey the command as soon as the command is given. Read the following commands:
        a. STAND UP.
        b. WALK AROUND THE TABLE (AND/OR LAMP), THEN BE SEATED.
        c. POINT TO YOUR MOUTH.
        d. POINT TO YOUR ELBOW.
        e. STAND UP.
        f. JUMP, THEN SIT DOWN.
        g. SAY, "AH - AH - AH."
        h. SMILE, AND SAY, "$\overline{ee}$ - $\overline{ee}$ - $\overline{ee}$."
        i. ROUND YOUR LIPS AND SAY, "$\overline{oo}$ - $\overline{oo}$ - $\overline{oo}$."
        j. STAND UP.
        k. WALK AROUND YOUR CHAIR, WALK AROUND THE TABLE (OR LAMP), THEN BE SEATED.
        l. SAY, "BAH".
        m. SAY, "BAH-BAH."
        n. SAY, "BAH - BAH - BAH."
        o. STAND UP, THEN SIT DOWN.
        p. STAND UP, WALK AROUND YOUR CHAIR, THEN SIT DOWN.

q. SAY, "$\overline{\text{oo}}$ - $\overline{\text{oo}}$".
r. SAY, "B$\overline{\text{oo}}$".
s. SAY, "B$\overline{\text{oo}}$ - b$\overline{\text{oo}}$".
t. STAND UP.
u. STAND BEHIND YOUR CHAIR.
v. PUT YOUR HANDS BEHIND YOUR BACK.
w. KEEP YOUR HANDS BEHIND YOUR BACK, WALK AROUND THE TABLE (OR LAMP), THEN STAND IN FRONT OF YOUR CHAIR.
x. PUT YOUR HANDS AT YOUR SIDE AND BE SEATED.

3. For each correct response, reinforce with a chip. (For the production of a sound, it may be necessary to direct the command to each child individually).
4. Assist with demonstration those children who fail to respond correctly. If failure to respond correctly appears to be reinforced by attention, ignore the child, or direct the attention of the class that child isn't obeying the commands correctly. Give much praise for correct responses.

IV. Conversation Time (Command and Obeying)
1. Assign one child to give commands, which may be taken from list (III) above. If the child will not give a command to the class, prompt the child with a command to be given.
2. For a command or for obeying the command, reinforce with a chip.
3. Give any child an opportunity to give commands.

Lesson Plan - Low Level
Lesson #104 Date:____________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree).
Materials: DLM, Association Picture Cards (see L. #99), set of 30 cards - Table, clock, chair, lamp, house, and tree; Materials for reinforcement; Table.

I. Vocabulary Building Time
A. Recognition
1. Present and name 5 pictured objects of one category. Example: "THIS IS A HOUSE. WE LIVE IN A HOUSE." After the 5 pictured objects of one category have been presented, say, "THESE ARE HOUSES. WE LIVE IN HOUSES." (Stress the plural ending.)
2. Remove any one of the 5 pictured objects, say, "WHAT IS THIS (IDENTIFY THE USE OF OBJECT)?"
a. For all who respond correctly, reinforce with a chip. Example: "WHAT IS THIS THAT WE LIVE IN?"
b. Ignore no responses or incorrect responses.
3. Point to the 4 remaining pictured objects, say, "WHAT ARE THESE (IDENTIFY THE USE OF THE OBJECTS)?"

        a. For all who respond correctly, reinforce with a chip. (Only a plural response will be considered as correct.)
        b. Stress that only the plural sound is correct.
    4. Hold up the one card from the category and say, "GIVE ME ONE LIKE THIS, (NAME OF CHILD)."
        a. If more than one picture is selected, inform the child that is correct, but one picture is all that is wanted; put all but one picture back on the chalkboard.
        b. For a correct response, reinforce with praise.

B. Expression
    1. Following a correct response (I, A), say, "THIS IS (IDENTIFY THE USE OF THE OBJECT). WHAT IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, identify after the child is seated.

C. Allow each child an opportunity to respond to Vocabulary Building Time, using a different category for each child.

II. Critical Thinking

A. Identification
    1. Place one picture from each category (table, clock, chair, lamp, house tree) on the chalkboard, say,
        a. THIS IS A TABLE, WE PUT OUR FOOD ON A TABLE.
        b. THIS IS A CLOCK. WE TELL TIME BY A CLOCK.
        c. THIS IS A CHAIR. WE SIT ON A CHAIR.
        d. THIS IS A LAMP. WE GET LIGHT AT NIGHT FROM A LAMP.
        e. THIS IS A HOUSE. WE LIVE IN A HOUSE.
        f. THIS IS A TREE. WE STAND IN THE SHADE OF A TREE.
    2. Direct a request to a child for a pictured object, naming the description of the use. Example: "GIVE ME WHAT WE PUT OUR FOOD ON, (NAME OF CHILD)."
        a. For a correct response, reinforce with praise.
        b. If a child fails to respond or responds incorrectly, say, "THIS IS A (NAME OF OBJECT, IDENTIFY THE USE)." Request the child to be seated, then direct the same request to another child.

B. Expression
    1. Following a correct response (II, A), say, "WHAT IS THIS?"
    2. For a correct response, reinforce with a chip. If a response should include two correct sentences, reinforce with two chips. Example: "THIS IS A TABLE. WE PUT OUR FOOD ON A TABLE." (2 chips)

3. For an incorrect response, say, "THIS IS NOT A (RESPONSE GIVEN BY THE CHILD)." Then direct the question to another child.

III. Activity Time (Following Direction)

1. Space the chairs and table so that each child will have space for moving around each object.
2. Explain that each child is to obey the command as soon as the command is given. Read the following commands:
   a. POINT TO WHAT YOU TALK WITH, YOUR MOUTH.
   b. POINT TO WHAT YOU HEAR WITH, YOUR EARS.
   c. PUT YOUR HANDS BY YOUR SIDES.
   d. STAND UP AND WALK BEHIND YOUR CHAIR.
   e. SHOW ME BOTH HANDS.
   f. PUT ONE HAND ON YOUR HEAD, PUT ONE HAND BY YOUR SIDE.
   g. PUT BOTH HANDS BY YOUR SIDE.
   h. WALK AROUND THE TABLE AND BE SEATED.
   i. CLOSE YOUR TEETH AND LIPS AND MAKE AN M SOUND. (Produce the m sound, do not say "m".)
   j. OPEN YOUR MOUTH AND SAY, "AH".
   k. ROUND YOUR LIPS AND SAY, "OH".
   l. MAKE THIS SOUND, "MO-MO".
   m. STAND UP AND STAND BESIDE YOUR CHAIR.
   n. JUMP AND COUNT ON TIME.
   o. WALK AROUND THE TABLE AND BE SEATED.
   p. COUNT YOUR FINGERS ON ONE HAND, SAY AS YOU POINT, ONE, TWO, THREE, FOUR, FIVE.
   q. NOW, COUNT BACKWARD, SAY AS YOU POINT TO YOUR FINGERS, FIVE, FOUR, THREE, TWO, ONE.
   r. CLAP YOUR HANDS AND COUNT AS YOU CLAP, FIVE TIMES. (DO THIS IN UNISON.)
   s. MAKE THIS SOUND "OH - MO".
   t. MAKE THIS SOUND "OH-MO-OH".
   u. MAKE THIS SOUND "MO-OH-MO".
   v. MAKE THIS SOUND "OH-MO-OH-MO".
   w. STAND UP AND STAND BEHIND YOUR CHAIR.
   x. WALK AROUND THE TABLE AND BE SEATED.
3. For each correct response, reinforce with chip. (For the production of a sound, it may be necessary to direct the command to each child individually.
4. Ignore incorrect responses or no responses.

Lesson Plan - Low Level
Lesson #105 Date:____________________

Purpose: Identification and Association (Table, clock, chair, lamp, house, and tree).

Materials: DLM, Association Picture Cards (see L. #99). Set of 30 cards - Table, clock, chair, lamp, house and tree; Materials for reinforcement; Recorded music, either tape recorder or record player, suitable for modified musical chairs game.

I. Vocabulary Building Time
  A. Recognition
    1. Present and name 6 pictures - table, clock, chair, lamp, house, and tree (Set #1).
    2. From set #2, select one of the pictures, say, "LOOK AT THIS PICTURE, NOW GIVE ME A PICTURE LIKE THIS, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction after child is seated.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction after child is seated.

II. Activity Time
  1. Space the chairs so each child will have space for moving around the chair.
  2. Explain that when they hear the music, they are to stand up and walk around their chair. When the music stops, they are to be seated at once.
  3. For three or four times (as needed), as the music begins, say, "STAND UP AND WALK AROUND YOUR CHAIR." When the music stops, say, "BE SEATED".
  4. Gradually decrease the use of verbal commands; so that the children react to the sound or absence of the sound of the music.
  5. For the rapidly executed correct responses, reinforce with a chip.
  6. For the response which is slow and seemingly in imitation of other children, reinforce with praise and encouragement to respond more rapidly.

III. Critical Thinking
  A. Identification
    1. Place on the chalkboard one picture from each category (table, clock, chair, lamp, house, tree).
      a. THIS IS A TABLE. WE PUT FOOD ON A TABLE.
      b. THIS IS A CLOCK. WE TELL TIME BY A CLOCK.
      c. THIS IS A CHAIR. WE SIT ON A CHAIR.
      d. THIS IS A LAMP. WE GET LIGHT AT NIGHT FROM A LAMP.
      e. THIS IS A HOUSE. WE LIVE IN A HOUSE.
      f. THIS IS A TREE. WE STAND IN THE SHADE OF A TREE.
    2. Direct a request to a child for a pictured object, naming the description of the use. Example: "GIVE ME WHAT WE PUT OUR FOOD ON, (NAME OF CHILD)."

        a. For a correct response, reinforce with praise.
        b. If a child fails to respond or responds incorrectly, say, "THIS IS A (NAME OF OBJECT, IDENTIFY THE USE)." Request the child to be seated, then direct the same request to another child.

B. Expression
    1. Following a correct response (II, A), say, "WHAT IS THIS?"
    2. For a correct response, reinforce with a chip. If a response should include two correct sentences, reinforce with two chips.
    3. For an incorrect response, say, "THIS IS NOT A (RESPONSE GIVEN BY THE CHILD)." Then direct the question to another child.

IV. Activity Time (Following Directions)
    1. Space the chairs so that each child will have space for moving around each object.
    2. Explain that each child is to obey the command as soon as the command is given. Read the following commands:
        a. POINT TO WHAT YOU TALK WITH, YOUR MOUTH.
        b. POINT TO WHAT YOU HEAR WITH, YOUR EARS.
        c. PUT YOUR HANDS BY YOUR SIDES.
        d. STAND UP AND STAND BESIDE YOUR CHAIR.
        e. CLOSE YOUR TEETH AND LIPS AND MAKE AN M SOUND. (Produce the m sound, do not say "m".)
        f. MAKE THIS SOUND, "MA".
        g. MAKE THIS SOUND, "OH".
        h. MAKE THIS SOUND, "MA-OH-MA".
        i. COUNT YOUR FINGERS ON ONE HAND, SAY AS YOU POINT, ONE, TWO, THREE, FOUR, FIVE.
        j. NOW, COUNT BACKWARD, SAY AS YOU POINT TO YOUR FINGERS, FIVE, FOUR, THREE, TWO, ONE.
        k. WALK AROUND YOUR CHAIR AND BE SEATED.
        l. MAKE THIS SOUND, "OH-MA-OH".
        m. STAND UP, WALK AROUND YOUR CHAIR, AND BE SEATED.
    3. For each correct response, reinforce with a chip.
    4. Ignore incorrect responses or no responses.

Lesson Plan - Low Level
Lesson #106 Date:____________________

Purpose: (1) Identification and Association (Table, clock, chair, lamp, house, and tree).
(2) Perception of shape and color (Circle and blue).

Materials: DLM Association Picture Cards (see L. #99) Set of 30 cards--Table, clock, chair, lamp, house, and tree; DLM, Shape Puzzles - Blue Circle (2 pieces) and Blue Circle (4 pieces); Recorded music suitable for modified musical chairs music; Tape recorder or record player; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present and name 6 pictures--table, clock, chair, lamp, house, and tree (set #3).
    2. From set #4, select one of the pictures, say, "LOOK AT THIS PICTURE, NOW GIVE ME A PICTURE LIKE THIS, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction after the child is seated.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction after child is seated.

II. Activity Time
  1. Space the chairs so each child will have space for moving around the chair.
  2. Explain that when they hear the music, they are to walk around their chair. When the music stops, they are to be seated at once.
  3. For three or four times (as needed), as the music begins, say, "STAND UP AND WALK AROUND YOUR CHAIR." When the music stops, say, "BE SEATED."
  4. Gradually decrease the use of verbal commands; so that, the children react to the sound or absence of the sound of the music.
  5. For the response which is slow and seemingly in imitation of other children, reinforce with praise and encouragement to respond more rapidly.

III. Conversation Time
  1. Show the assembled blue circle, when divided is in two parts, say, "THIS IS A BLUE CIRCLE." Demonstrate talking apart and putting the circle together.
  2. Encourage the class to say, "GIVE ME THE BLUE CIRCLE."
    a. For a correct request reinforce with a chip and an opportunity to assemble circle.
    b. The assembled four piece circle may be used as a pattern, if the child should have difficulty in assemblying the circle.
  3. If the class readily accomplishes the task with the two piece circle, repeat the procedure with the four piece circle. The assembled two piece circle puzzle may be used as a pattern.

IV. Critical Thinking
  A. Identification

1. Place on the chalkboard one picture from each category (table, clock, chair, lamp, house, tree), set #5, say,
    a. THIS IS A TABLE. WE PUT FOOD ON A TABLE.
    b. THIS IS A CLOCK. WE TELL TIME BY A CLOCK.
    c. THIS IS A LAMP. WE GET LIGHT AT NIGHT FROM A LAMP.
    d. THIS IS A CHAIR. WE SET ON A CHAIR.
    e. THIS IS A HOUSE. WE LIVE IN A HOUSE.
    f. THIS IS A TREE. WE STAND IN THE SHADE OF A TREE.
2. To a child read slowly one of the following statements:
    a. WE SWEEP THE HOUSE WITH A BROOM. GIVE ME WHAT WE PUT FOOD ON, (NAME OF CHILD).
    b. WE LISTEN TO MUSIC ON THE RADIO. GIVE ME WHAT WE TELL TIME BY, (NAME OF CHILD).
    c. WE LOOK AT T.V. ON TELEVISION. GIVE ME WHAT WE GET LIGHT AT NIGHT FROM, (NAME OF CHILD).
    d. WE SLEEP ON A BED. GIVE ME WHAT WE SIT ON, (NAME OF CHILD).
    e. COWS LIVE IN A BARN. GIVE ME WHAT WE LIVE IN, (NAME OF CHILD).
    f. GRASS GROWS ON THE GROUND. GIVE ME WHAT WE STAND IN THE SHADE OF, (NAME OF CHILD).
3. For a correct response, reinforce with praise.
4. For an incorrect response, make correction after the child is seated.

B. Expression
1. Following a correct response (IV, A), say, "WHAT IS THIS?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction after child is seated.

Lesson Plan - Low Level
Lesson #107　　　　Date:____________________

Purpose: (1) Perception of Shape and Color (Circle, Square, Blue, and Pink).
(2) Perception and Association of Sound with the Producing Object.

Materials: DLM, Shape Puzzles--Blue Circle (2 pieces), Blue Circle (4 pieces), Pink Square (2 pieces, rectangles), Pink Square (2 pieces, triangles); Materials for reinforcement; PLDK, Story Poster (Y-1), Record 10, Side A: Sounds of the Farm in Spring.

I. Vocabulary Building Time
A. Assemblying
1. Demonstrate assemblying the 4 figures--2 blue circles and 2 pink squares. Name each figure

when completed. Example: "THIS IS A BLUE CIRCLE."

2. Give a child the pieces of a figure, say, "MAKE A (COLOR) (FIGURE), (NAME OF CHILD)."
   a. For a correct response, reinforce with praise.
   b. For an incorrect response, make correction and request the child to be seated.

B. Expression
   1. Following a correct response (I, A), say, "WHAT IS THIS?"
   2. For a correct response, reinforce with a chip. One chip for naming the shape, one for the color, and one for a sentence.
   3. For an incorrect response, make correction after the child is seated.

II. Activity Time
   1. Space the chairs so each child will have space for moving around the chair.
   2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
      a. POINT TO WHAT YOU TALK WITH, YOUR MOUTH.
      b. POINT TO WHAT YOU HEAR WITH, YOUR EARS.
      c. POINT TO WHAT YOU SEE WITH, YOUR EYES.
      d. HOLD UP BOTH HANDS.
      e. PUT BOTH HANDS IN YOUR LAP.
      f. STAND BEHIND YOUR CHAIR.
      g. POINT TO WHAT YOU TALK WITH.
      h. BE SEATED.
      i. POINT TO WHAT YOU HEAR WITH.
      j. WALK AROUND YOUR CHAIR. (It may be necessary to say, "STAND UP. WALK AROUND YOUR CHAIR.")
      k. BE SEATED.
      l. SAY, "AH, AH."
      m. SAY, "OH, OH."
      n. SAY, "AH, OH, OH."
      o. SAY, "OH, AH, OH."
      p. STAND UP.
      q. CLAP YOUR HANDS TWO TIMES.
      r. SIT DOWN.
      s. SAY, "BAH, BAH."
      t. SAY, "BOH, BOH."

III. Listening and Identifying Time
   1. Encourage the children to listen to the sounds of Record 10-Side A, Band 1: Sounds of the Farm in Spring.
   2. As the sound is played, identify the--
      a. Cow mooing
      b. Pigs Grunting
      c. Robin singing
      d. Tractor motor (idling)
      e. Owl Hooting
      f. Bees buzzing
      g. Horse whinnying
      h. Rooster crowing

3. Present the Story Poster (1-Y), The Farm in The Spring.
   a. Identify the objects in the picture, especially the eight above (III, 2), or members of the class might be called upon to identify by saying, "POINT TO THE (NAME OF OBJECT), (NAME OF CHILD)."
   b. Reinforce a correct response with a chip.
   c. Some simple statements might be made concerning the spring of the year when the leaves are growing on the trees after the snow has gone away.
4. Play a sound, Record 10-Side A, Band 1; after a sound is played, say, "POINT TO THE OBJECT WHICH MADE THAT SOUND, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and a statement, "YES, THAT WAS A (NAME OF OBJECT)." If the child voluntarily names the object, reinforce with a chip.
   b. For an incorrect response, make the correction after the child is seated.

IV. Describing Time
1. As time permits, ask a child to tell about Story Poster (Y-1).
2. For each correct response, reinforce with a chip.
3. For an incorrect response, make correction.
4. Encourage additional responses with--"TELL US MORE," or ask questions about the picture.

Lesson Plan - Low Level
Lesson #108 Date:____________________

Purpose: (1) Perception of Shape and Color (Circle, Square, Blue, and Pink.
(2) Perception and Association of Sound with the Producing Object.

Materials: DLM, Shape Puzzles--Blue Circle (2 pieces), Blue Circle (4 pieces), Pink Square (2 pieces, rectangles), Pink Square (2 pieces, triangles); Materials for reinforcement; PLDK, Story Poster (Y-1), Record 10, side A: Sounds of the Farm in Spring.

I. Vocabulary Building Time
A. Assemblying
1. Demonstrate assemblying the 4 figures--2 blue circles and 2 pink squares. Name each figure when completed. Example: "THIS IS A BLUE CIRCLE." Tell and show how the pieces (parts of circles, rectangles, and triangles) assembled will form a circle or a square.
2. Give a child the pieces of a figure, say, "MAKE A (COLOR) (FIGURE), (NAME OF CHILD)."
   a. For a correct response, reinforce with praise.

b. For an incorrect response, make correction and request the child to be seated.

B. Expression

1. Following a correct response (I, A), say, "WHAT IS THIS?"
2. For a correct response, reinforce with a chip. One chip for naming the shape, one for the color, and one for a sentence.
3. For an incorrect response, make correction after the child is seated.

II. Activity Time

1. Space the chairs so each child will have space for moving around the chair.
2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
    a. HOLD UP BOTH HANDS.
    b. PUT BOTH HANDS DOWN.
    c. HOLD UP ONE HAND.
    d. COUNT YOUR FINGERS, SAY, ONE, TWO, THREE, FOUR, FIVE.
    e. COUNT YOUR FINGERS BACKWARD, SAY, FIVE, FOUR, THREE, TWO, ONE.
    f. STAND BEHIND YOUR CHAIR.
    g. OPEN YOUR MOUTH, SAY, "LA, LA."
    h. ROUND YOUR LIPS, SAY, "OH, OH."
    i. WALK AROUND YOUR CHAIR AND BE SEATED.
    j. CLAP YOUR HANDS THREE TIMES: COUNT TOGETHER AS YOU CLAP--ONE, TWO, THREE.
    k. OPEN YOUR MOUTH, SAY, "LA, LA, LA."
    l. CLOSE YOUR MOUTH AND HUM.

III. Listening and Identifying Time

1. Present the Story Poster (1-Y), The Farm in the Spring.
    a. Some simple statements should be made concerning the spring of the year when the leaves are growing on the trees, when the birds begin to sing, and the bees begin to buzz.
    b. Request different children to identify by pointing to objects in the picture, say, "POINT TO THE (NAME OF OBJECT), (NAME OF CHILD)."
    c. For a correct response, reinforce with a chip.
2. Play a sound, Record 10-Side A, Band 1; after a sound is played, say, "POINT TO THE OBJECT WHICH MADE THAT SOUND, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip and a statement, "YES, THAT WAS A (NAME OF OBJECT)." If the child voluntarily names the object, reinforce with a chip.
    b. For an incorrect response, make the correction after the child is seated.

IV. Describing Time
   1. Ask a child to come and tell about Story Poster (Y-1).
   2. For each correct response, reinforce with a chip.
   3. For an incorrect response, make correction.
   4. Encourage additional responses with--"TELL US MORE," or ask questions about the picture.

Lesson Plan - Low Level
Lesson #109 Date:____________________

Purpose: (1) Perception of Shape and Color (Circle, Square, Blue, Orange and Pink).
(2) Perception and Association of Sound with the Producing Object.

Materials: DLM, Shape Puzzles--Blue Circle (4 pieces), Pink Square (2 pieces, rectangles), Pink Square (2 pieces triangles); Orange Square (4 pieces, squares); Materials for reinforcement; PLDK, Story Poster (Y-1), Record 10, Side A: Sounds of the Farm in Spring.

I. Vocabulary Building Time
   A. Assemblying
      1. Demonstrate assemblying the 4-figures--blue circle (4 pieces), 2 pink squares (2 pieces), orange square (4 pieces). Show how the orange squares may be small or large. Name each figure when completed. Tell and show how the pieces (parts of circles, rectangles, triangles, and squares) assembled will form a circle, large or small square.
      2. Give a child the pieces of a figure, say, "MAKE A (COLOR) (FIGURE), (NAME OF CHILD)."
         a. For a correct response, reinforce with praise.
         b. For an incorrect response, make correction and request the child to be seated.
   B. Expression
      1. Following a correct response (I, A), say, "WHAT IS THIS?"
      2. For a correct response, reinforce with a chip. One chip for naming the shape, one for the color, and one for a sentence.
      3. For an incorrect response, make correction after the child is seated.

II. Activity Time
   1. Space the chairs so each child will have space for moving around the chair.
   2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:

a. SAY, "LA, LA."
b. SAY, "LO, LO."
c. STAND UP.
d. WALK AROUND AND STAND BEHIND YOUR CHAIR.
e. OPEN YOUR MOUTH, SAY, "LA, LA."
f. CLOSE YOUR MOUTH, SAY, "HMMM."
g. CLAP YOUR HANDS THREE TIMES, COUNT TOGETHER AS YOU CLAP--ONE, TWO, THREE.
h. SIT DOWN.
i. TOUCH YOUR TOES.
j. TOUCH YOUR HAIR WITH BOTH HANDS.
k. PUT YOUR HAND IN YOUR LAP.
l. STAND UP AND JUMP.
m. SIT DOWN.
n. MAKE A SOUND LIKE A BEE, SAY, "BUZZZ."

III. Listening and Identifying Time
1. Present the Story Poster (1-Y), The Farm in the Spring.
    a. Make simple statements concerning the spring of the year when the leaves are growing on the trees, when the birds begin to sing, and the bees begin to buzz.
    b. Request different children to identify by pointing to objects in the picture, say, "POINT TO THE (NAME OF OBJECT), (NAME OF CHILD)."
    c. For a correct response, reinforce with a chip.
    d. For an incorrect response, make correction.
2. Play a sound, Record 10-Side A, Band 1; after a sound is played, say, "POINT TO THE OBJECT WHICH MADE THAT SOUND, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip and a statement, "YES, THAT WAS A (NAME OF OBJECT)." If the child voluntarily names the objects, reinforce with a chip.
    b. For an incorrect response, make the correction after the child is seated.

IV. Describing Time
1. Ask a child to come to the front of the room and tell about Story Poster (Y-1).
2. For each correct response, reinforce with a chip.
3. For an incorrect response, make correction.
4. Encourage additional responses with --"TELL US MORE," or ask questions about the picture.

Lesson Plan - Low Level
Lesson #110 Date:____________________

Purpose: (1) Perception of Shape,Size, and Color (Square, Big, Little, Orange).
(2) Perception and Association of Sound with the Producing Object.

Materials: DLM, Shape Puzzle--Orange squares (4 pieces, squares); PLDK, Story Poster (Y-2), Record 10 - Side A: Sounds of the Circus; Materials for reinforcement.

I. Vocabulary Building Time
  A. Assemblying
    1. Demonstrate assemblying the big orange square.
    2. Leave two pieces of the big orange square assembled, give two pieces of the big orange square to a child, say, "MAKE A BIG ORANGE SQUARE, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip and say, "YES, (NAME OF CHILD) DID MAKE A BIG ORANGE SQUARE."
      b. For an incorrect response, make correction.
  B. Assemblying
    1. Demonstrate assemblying the little orange square.
    2. Leave two pieces of the little orange square assembled, give two pieces of the little orange square to a child, say, "MAKE A LITTLE ORANGE SQUARE, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.

II. Activity Time
  1. Space the chairs so each child will have space for moving around the chair.
  2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
    a. SAY, "LA, LA."
    b. SAY, "LO, LO."
    c. SAY, "LA, LO, LA."
    d. STAND UP.
    e. STAND BESIDE YOUR CHAIR.
    f. MAKE A SOUND LIKE A BEE, SAY, "BUZZZ."
    g. SIT DOWN AND CLAP YOUR HANDS THREE TIMES, SAY, AS YOU CLAP, "ONE,TWO, THREE."
    h. POINT TO WHAT YOU TALK WITH, YOUR MOUTH.
    i. STAND UP.
    j. ACT LIKE YOU ARE PLAYING A GUITAR. (Demonstrate motion of strumming and fingering a guitar.)
    k. SIT DOWN.
    l. POINT TO WHAT YOU HEAR WITH, YOUR EARS.
    m. STICK OUT YOUR TONGUE.
    n. PUT YOUR TONGUE BACK AND CLOSE YOUR MOUTH.
    o. MAKE A SOUND LIKE THIS, "HUMMM."

III. Listening and Identifying Time
  1. Encourage the class to listen to the sounds of Record 10-Side A: Sounds of the Circus.

2. As the sound is played identify the--
   a. (Steam) Calliope
   b. Elephant trumpeting
   c. Crowd applauding (clapping)
   d. (Miniature) clown car
   e. Ringmaster announcing
   f. Horse's hoofs
   g. Lion roaring and whip cracking
   h. Drum "roll" and acrobats shouting "Hup!"
3. Present the Story Poster (Y-2), the Circus.
   a. Identify the objects in the picture, especially the eight above (III, 2), or members of the class might be called upon to identify by saying, "POINT TO THE (NAME OF OBJECT), (NAME OF CHILD)."
   b. Reinforce a correct response with a chip.
   c. Make simple statements concerning the circus. Since some members of the class have attended the circus, encourage the children to make statements concerning a circus.
4. After a sound (Record 10-Side A, Band 2) is played, say, "POINT TO THE OBJECT WHICH MADE THAT SOUND, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and a statement, "YES, THAT WAS A (NAME OF OBJECT)." If the child voluntarily names the object, reinforce with a chip.
   b. For an incorrect response, make the correction after the child is seated.

IV. Describing Time
   1. As time permits, ask a child to tell about Story Poster (Y-2).
   2. For each correct response, reinforce with a chip.
   3. For an incorrect response, make correction.
   4. Encourage additional responses with "TELL US MORE," or ask questions about the picture.

Lesson Plan - Low Level
Lesson #111 Date:____________________

Purpose: (1) Perception of Shape, Color, and Size (Square, Big, Little, Orange).
(2) Perception and Association of Sound with the Producing Object.

Materials: DLM, Shape Puzzle--Orange Square (4 pieces, squares); PLDK, Story Poster (Y-2), Record 10-Side A: Sounds of the Circus; Materials for reinforcement.

I. Vocabulary Building Time
   A. Assemblying
      1. Demonstrate assemblying the big orange square.

2. Leave one piece of the big orange square, give three pieces of the big orange square to a child, say, "MAKE A BIG ORANGE SQUARE, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip and say, "YES, (NAME OF CHILD) DID MAKE A BIG ORANGE SQUARE."
    b. For an incorrect response, make correction.

B. Assemblying
1. Demonstrate assemblying the little orange square.
2. Leave one piece of the little orange square, give three pieces of the little orange square to a child, say, "MAKE A LITTLE ORANGE SQUARE, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.

II. Activity Time
1. Space the chairs so each child will have space for moving around the chair.
2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
    a. SAY, "LA, LA."
    b. SAY, "LO, LO."
    c. SAY, "LA, LO, LA."
    d. STAND UP.
    e. WALK AROUND YOUR CHAIR.
    f. SIT DOWN.
    g. STAND UP AND STAND BEHIND YOUR CHAIR.
    h. STAND IN FRONT OF YOUR CHAIR.
    i. SIT DOWN.
    j. MAKE A SOUND LIKE A BEE, SAY, "BUZZZ."
    k. MAKE A SOUND LIKE A COW, SAY, "MOOO."
    l. MAKE A SOUND LIKE A SHEEP, SAY, "BAAA."
    m. STAND UP, WALK AROUND YOUR CHAIR, AND SIT DOWN.
    n. MAKE A NOISE TO SCARE SOMEONE, SAY, "BOOO."
    o. STICK OUT YOUR TONGUE.
    p. PUT YOUR TONGUE BACK AND CLOSE YOUR MOUTH.

III. Listening and Identifying Time
1. Encourage the class to listen to the sounds of Record 10-Side A: Sounds of the Circus.
2. As the sound is played identify the--
    a. (Steam) Calliope
    b. Elephant trumpeting
    c. Crowd applauding (clapping)
    d. (Minature) Clown car.
    e. Ringmaster announcing
    f. Horse's hoofs
    g. Lion roaring and whip cracking
    h. Drum "roll" and acrobats shouting "Hup!"

  1. Following a correct response (I, A), say, "WHAT DID YOU MAKE, (NAME OF CHILD)?"
  2. For a correct response, reinforce with a chip.
  3. For an incorrect response, make correction.

C. Assemblying
  1. Demonstrate assemblying the little orange square.
  2. Give the four pieces of the little orange square to a child, say, "MAKE A LITTLE ORANGE SQUARE, (NAME OF CHILD)."
     a. For a correct response, reinforce with a chip.
     b. For an incorrect response, make correction.

D. Expression
  1. Following a correct response, (I, C), say, "WHAT DID YOU MAKE, (NAME OF CHILD)?"
  2. For a correct response, reinforce with a chip.
  3. For an incorrect response, make correction, say, "(NAME OF CHILD) MADE A LITTLE ORANGE SQUARE."

II. Activity Time
  1. Space the chairs so each child will have space for moving around the chair.
  2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
     a. STAND UP.
     b. WALK AROUND YOUR CHAIR.
     c. SIT DOWN.
     d. STAND IN FRONT OF YOUR CHAIR.
     e. STAND BEHIND YOUR CHAIR.
     f. SIT DOWN.
     g. MAKE A SOUND TO SCARE SOMEONE, SAY, "BOOO."
     h. MAKE A SOUND LIKE A COW, SAY, "MOOO."
     i. MAKE A SOUND LIKE A BEE, SAY, "BUZZZ."
     j. MAKE A SOUND LIKE A SNAKE, SAY, "SSSSS."
     k. STAND BEHIND YOUR CHAIR.
     l. CLAP YOUR HANDS THREE TIMES.
     m. BE SEATED.

III. Listening and Identifying Time

A. Identification
  1. Present the Story Poster (Y-1), the Circus.
  2. Play a sound (Record 10-Side A, Band 2) after which, say, "POINT TO THE OBJECT WHICH MADE THAT SOUND, (NAME OF CHILD)."
     a. For a correct response, reinforce with a chip.
     b. For an incorrect response, make the correction after the child is seated.

B. Expression
  1. Following a correct response (III, A), say, "WHAT IS THIS OBJECT WHICH MADE THE SOUND, (NAME OF CHILD)?"
  2. For a correct response, reinforce with a chip.
  3. For an incorrect response, make correction.

IV. Describing Time
   1. Ask a child to tell about Story Poster (Y-2).
   2. For each correct response, reinforce with a chip.
   3. For an incorrect response, make correction.
   4. Encourage additional responses with--"TELL US MORE," or ask questions about the picture.
   5. After each child has responded by telling about the picture, tell other things in the picture which have not been discussed.

Lesson Plan - Low Level
Lesson #113 Date:____________________

Purpose: (1) Identification of people sounds.
(2) Production of sounds to a rhythm. "Bah."

Materials: PLDK (Level P) Record 9 - Side B, Sounds of People - Actions; Metronome or other instrument for producing a systematic beat; Materials for reinforcement.

I. Listening Time
   1. Explain the playing of a record of sounds which people make while--(a) Walking, (b) Running, (c) Clapping, (d) Finger snapping (e) Humming, (f) Whistling, (g) Singing, (h) Laughing, (i) Crying, (j) Coughing, (k) Sneezing, and (l) Snoring.
   2. Encourage the class just to listen while Record 9 - Side B is played.
   3. Play Record 9 - Side B, again. Following the playing of a sound, name the sound.

II. Listen and Do Time
   1. Explain that the children should listen to a sound, then a child is to do or act as if doing what a person, who produced the sound, was doing.
   2. Play a sound, (Sounds of People-Actions) then demonstrate or request a child to demonstrate the action heard.
   3. After each action has been demonstrated, play a sound, say, "DO WHAT MAKES THAT SOUND, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, say, "THAT WAS (NAME OF ACTION), YOU (NAME OF ACTION), (NAME OF CHILD)." If the child then responds correctly, reinforce with praise.

III. Activity Time
   1. Space the chairs so each child will have space for moving around the chair.
   2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:

a. STAND BEHIND YOUR CHAIR.
b. BE SEATED.
c. SNAP YOUR FINGERS.
d. CLAP YOUR HANDS, THREE TIMES.
e. WHISTLE.
f. STAND UP.
g. WALK AROUND YOUR CHAIR.
h. RUN AROUND YOUR CHAIR.
i. MAKE A SOUND AS IF YOU ARE SNORING.
j. MAKE A HUMMING SOUND.
k. MAKE A LAUGHING SOUND, HA, HA, HA.
l. MAKE THE CRYING SOUND, BOO-HOO-HOO.
m. SING: BA, BA, BLACK SHEEP, HAVE YOU ANY WOOL.
n. MAKE THE COUGHING SOUND, KA, KA, KA.
o. SNAP YOUR FINGERS.
p. MAKE THE SNEEZING SOUND, KA-CHOO, KA-CHOO.

3. For each correct response, reinforce with a chip.
4. Ignore incorrect responses or no responses.

IV. Sound and Rhythm Time

1. Explain that everyone is to make a "BAH" sound together. First give each child an individual opportunity to make the "BAH" sound.
2. Set the metronome in motion at a very slow rate, then begin saying "BAH" with each motion of the pendulum. Encourage each member of the class to respond in unison or individually, whichever seems more appropriate for the class.
   a. For correct response, reinforce with a chip. (Work toward shaping each child to respond only with the motion of the pendulum.
   b. Ignore the incorrect responses.

Lesson Plan - Low Level
Lesson #114 Date:_________________

Purpose: (1) Identification of people sounds.
(2) Production of sounds to a shythm. "Mah."

Materials: PLDK (Level P) Record 9 - Side B, Sounds of People-Actions; Recorded music suitable for modified musical chairs music; Tape recorder or record player; Materials for reinforcement; Metronome or other instrument for producing a systematic beat.

I. Listening and Do Time

1. Explain that the children should listen to a sound of people-action, then act as if doing what a person, who produced the sound, was doing.
2. Play a sound of people-action, say, "DO WHAT MAKES THAT SOUND, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip.

    - b. For an incorrect response, say, "THAT WAS (NAME OF (NAME OF ACTION) WHICH YOU DID, THE SOUND YOU HEARD WAS (NAME OF ACTION), (NAME OF CHILD)." If the child then performs the action correctly, reinforce with praise.

II. Activity Time
1. Space the chairs so each child will have space for moving around the chair.
2. Explain that each child is to march around the chair while the music is playing, but to be seated when the music stops.
3. Play the modified music chair game.
    - a. For the rapidly executed correct responses, reinforce with a chip.
    - b. For the response which is slow and seemingly in imitation of other children, reinforce with praise, then encourage to respond more rapidly.

III. Sound and Rhythm Time
1. Explain that everyone is to produce a "Mah" sound together. Provide each child an individual opportunity to produce the "Mah" sound.
2. Set the metronome in motion at a very slow rate, then begin saying, "Mah" with each position of the pendulum. Encourage each member of the class to respond in unison or individually, whichever seems more appropriate for the class.
    - a. For a correct response, reinforce with a chip. (Work toward shaping each child to respond only with the motion of the pendulum.
    - b. Ignore the incorrect responses.

IV. Activity Time
1. Space the chairs so each child will have space for moving around the chair.
2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
    - a. CLAP YOUR HANDS, THREE TIMES.
    - b. SNAP YOUR FINGERS.
    - c. WHISTLE.
    - d. MAKE A SOUND AS IF YOU ARE SNORING.
    - e. MAKE A HUMMING SOUND.
    - f. MAKE THE LAUGHING SOUND--HA, HA, HA.
    - g. MAKE THE CRYING SOUND--BOO, HOO, HOO.
    - h. SING--"BA, BA, BLACK SHEEP, HAVE YOU ANY WOOL.
    - i. STAND BEHIND YOUR CHAIR.
    - j. STAND BESIDE YOUR CHAIR.
    - k. SIT DOWN.
    - l. MAKE THE COUGHING SOUND--KA, KA, KA.
    - m. MAKE THE SNEEZING SOUND--KA-CHOO, KA-CHOO.
    - n. RUN AROUND YOUR CHAIR AND SIT DOWN.

3. For each correct response, reinforce with a chip.
4. Ignore incorrect responses or no responses.

Lesson Plan - Low Level
Lesson #115 Date:____________________

Purpose: (1) Identification of people sounds.
(2) Production of sounds to a rhythm. "Lah"
Materials: PLDK (Level P) Record 9 - Side B, Sounds of People-Actions; Metronome; Materials for reinforcement.

I. Listening and Do Time
   1. Explain that the children should listen to a sound of people-action, then act as if doing what a person, who produced the sound, was doing.
   2. Play a sound of people-action, say, "DO WHAT MAKES THAT SOUND, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction by identifying the action response of the child, then identify the correct response. If the child then performs the action correctly, reinforce with praise.

II. Sound and Rhythm Time
   1. Explain that everyone is to produce a "Lah" sound together. Provide each child an individual opportunity to produce the "Lah" sound.
   2. Set the metronome in motion at a very slow rate, then begin saying, "Lah" with each motion of the pendulum. Encourage each member of the class to respond in unison or individually, whichever seems more appropriate for the class.
      a. For a correct response, reinforce with a chip.
      b. Ignore the incorrect responses.

III. Activity Time
   1. Space chairs so each child will have space for moving around the chair.
   2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
      a. CLAP YOUR HANDS, THREE TIMES.
      b. SNAP YOUR FINGERS.
      c. WHISTLE.
      d. MAKE THE SOUND AS IF YOU ARE SNORING.
      e. MAKE THE HUMMING SOUND.
      f. MAKE THE LAUGHING SOUND--HA, HA, HA.
      g. MAKE THE CRYING SOUND--BOO-HOO-HOO.
      h. SING--"BA, BA, BLACK SHEEP, HAVE YOU ANY WOOL.
      i. STAND BEHIND YOUR CHAIR.
      j. STAND BESIDE YOUR CHAIR.
      k. SIT DOWN.

l. MAKE THE COUGHING SOUND--KA, KA, KA.
m. MAKE THE SNEEZING SOUND--KA-CHOO, KA-CHOO.
n. RUN AROUND YOUR CHAIR AND SIT DOWN.
3. For each correct response, reinforce with a chip.
4. Ignore incorrect response or no responses.

IV. Vocabulary Building Time
- A. Listening
  1. Play and identify Sounds of People-Action (Record 9-Side B).
  2. Encourage repeating in unison the action of people sounds.
- B. Expression
  1. Play and Sound of People-action.
  2. Say, "WHAT SOUND OF PEOPLE WAS THAT, (NAME OF CHILD)?"
     a. For a correct response, reinforce with a chip.
     b. Correct incorrect responses.

Lesson Plan - Low Level
Lesson #116 Date:__________________

Purpose: (1) Identification of fruit
(2) Plural concepts
Materials: PLDK (Level P) Plastic fruit (apples, bananas, grapes, lemon, oranges, peach, pears, and pineapple); Metronome; Materials for reinforcement.

I. Vocabulary Building Time
- A. Identification
  1. Name each item of fruit as placed on a surface (table or chalkboard). Encourage the children to name the fruit in unison. (Apple, banana, grapes, lemon, orange, peach, pear, pineapple).
  2. Say, "GIVE ME THE (NAME OF FRUIT), (NAME OF CHILD)."
     a. For a correct response, reinforce with praise.
     b. For an incorrect response, make correction after the child is seated.
  3. Provide opportunity for each child to respond to each fruit.
- B. Expression
  1. Following a correct response (I, A), say, "WHAT FRUIT IS THIS?"
  2. For a correct response, reinforce with a chip.
  3. For an incorrect response, make correction after the child is seated.
  4. Encourage sentence responses. Example: "This is (name of fruit)."

II. Sound and Rhythm Time
1. Explain that everyone is to make a sound together. Produce the sounds in the word "banana". Example: Ba-nan-a. Provide each child with an individual

opportunity to say the word as in the syllable form above.

2. Set the metronome in motion at a very slow rate, then begin saying a syllable of the word "banana" with each motion of the pendulum. Encourage each member of the class to respond in unison or individually, whichever seems more appropriate for the class.
   a. For a correct response, reinforce with a chip.
   b. Ignore the incorrect responses.
3. For some classes or children, it may be necessary to begin with the final sound "a" of the word, then add "nan", then "ba", until the entire word can be put together.
4. For production of the plural bananas, repeat the procedure (II, 1, 2, 3,), in producing the plural ba-nan-az.

III. Activity Time
1. Space the chairs so each child will have space to move around the chair.
2. Explain that each child is to obey as soon as the command is given. Read slowly the following commands:
   a. RUN AROUND YOUR CHAIR AND SIT DOWN.
   b. CLAP YOUR HANDS FOUR TIMES.
   c. WHISTLE.
   d. STAND BEHIND YOUR CHAIR.
   e. SIT DOWN.
   f. MAKE THE BEE SOUND, BZZZ.
   g. MAKE THE SNAKE SOUND, S-----.
   h. STAND BESIDE YOUR CHAIR.
   i. BE SEATED.
   j. SAY, "NAN" TWO TIMES--"NAN, NAN".
   k. RUN AROUND YOUR CHAIR AND SIT DOWN.

IV. Identification of Singulars and Plurals.
1. Place one banana on a surface, say, "THIS IS A BANANA." Encourage the children to repeat the above sentence in unison.
2. Place two bananas on a surface, say, "THESE ARE BANANAS." Encourage the children to repeat the above sentence in unison.
3. Place one banana on a surface, say, "GIVE ME A BANANA, (NAME OF CHILD)."
   a. For a correct response, say, "YES, THIS IS A BANANA."
   b. Ignore incorrect response by directing the request to another child.
4. Place two bananas on a surface, say, "GIVE ME BANANAS, (NAME OF CHILD)." (Stress the final sound in bananas).
   a. For a correct response, say, "YES, THESE ARE BANANAS." Reinforce with a chip.

    b. For an incorrect response, say, "THIS IS A BANANA, HERE ARE TWO BANANAS." (Hold up two bananas).
5. For spontaneous production of correct plural or singular, reinforce with a chip.

Lesson Plan - Low Level
Lesson #117 Date:____________________

Purpose: (1) Identification of fruit
(2) Plural Concepts
Materials: PLDK (Level P) Plastic fruit (apples, bananas, grapes, lemon, oranges, peach, pears, and pineapple); Metronome; Materials for reinforcement.

I. Vocabulary Building Time
  A. Identification
    1. Name each item of fruit as placed on a surface. Encourage the children to name the fruit in unison. (Apple, banana, grapes, lemon, orange, peach, pear, pineapple).
    2. Say, "GIVE ME THE (NAME OF FRUIT), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction after the child is seated.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT FRUIT IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction after the child is seated.
    4. Encourage sentence responses.

II. Sound and Rhythm Time
  1. Explain that everyone is to produce sounds together. Produce the sounds in the word "orange", example: or-an-ge. Provide each child with an individual opportunity to say the word as in the syllable form above.
  2. Set the metronome in motion at a very slow rate, then begin saying a syllable of the word "or-an-ge" with each motion of the pendulum. Encourage each member of the class to respond in unison or individually, whichever seems more appropriate for the class.
    a. For a correct response, reinforce with a chip.
    b. Ignore the incorrect responses.
  3. For some classes or children it may be necessary to begin with the final sound "ge" of the word, then add "an", then add "or", until the entire word can be put together.
  4. For production of the plural "oranges", repeat the procedure (II, 1, 2, 3), in producing the plural "or-an-gez".

III. Activity Time

1. Space the chairs so each child will have space to move around the chair.
2. Explain that each child is to obey as soon as a command is given. Read slowly the following commands:
    a. STAND UP.
    b. JUMP THREE TIMES.
    c. SIT DOWN.
    d. SAY, "JUMP, JUMP, JUMP".
    e. SAY, "OR, OR, OR".
    f. RUN TO THE DOOR, RUN BACK TO YOUR CHAIR AND SIT DOWN.
    g. SAY, "AN, AN, AN".
    h. STAND ON ONE FOOT.
    i. BE SEATED.
    j. CLAP YOUR HANDS THREE TIMES.
    k. SAY, "LA, LA, LA".
    l. SAY, "NAH, NAH, NAH".
    m. SAY, "ANNA, ANNA, ANNA".
    n. RUN AROUND YOUR CHAIR AND BE SEATED.

IV. Identification of Singulars and Plurals

1. Place two oranges on a surface, say, "THESE ARE ORANGES." Encourage the children to repeat the above sentence in unison.
2. Place one orange on a surface, say, "THIS IS AN ORANGE." Encourage the children to repeat the sentence in unison.
3. Place an orange on a surface, say, "GIVE ME AN ORANGE, (NAME OF CHILD)."
    a. For a correct response, say, "YES, THIS IS AN ORANGE." Reinforce with a chip.
    b. Ignore incorrect response by directing the request to another child.
4. Place two oranges on a surface, say, "GIVE ME ORANGES, (NAME OF CHILD)." (Stress the final sound in oranges.)
    a. For a correct response, say, "YES, THESE ARE ORANGES". Reinforce with a chip.
    b. For an incorrect response, say, "THIS IS AN ORANGE, HERE ARE TWO ORANGES". (Hold up two oranges.)
5. For spontaneous production of correct plural or singular, reinforce with a chip.

Lesson Plan - Low Level
Lesson #118 Date:____________________

Purpose: (1) Identification of fruit
(2) Plural Concepts
Materials: PLDK (Level P) Plastic fruit (apples, bananas, grapes, lemon, oranges, peach, pears, and pineapple); Metronome; Materials for reinforcement.

- I. Vocabulary Building Time
  - A. Identification
    - 1. Name each item of fruit as placed on a surface. Encourage the children to name the fruit in unison. (Apple, banana, grapes, lemon, orange, peach, pear, pineapple.)
    - 2. Say, "GIVE ME THE (NAME OF FRUIT), (NAME OF CHILD)."
      - a. For a correct response, reinforce with praise.
      - b. For an incorrect response, make correction after the child is seated.
  - B. Expression
    - 1. Following a correct response (I, A), say, "WHAT FRUIT IS THIS?"
    - 2. For a correct response, reinforce with a chip.
    - 3. For an incorrect response, make correction after the child is seated.
    - 4. Encourage sentence responses.

- II. Sound and Rhythm Time
  - 1. Explain that everyone is to produce sounds together. Produce the sounds in the word "pear". Provide each child with an individual opportunity to say the word as in the syllable form above.
  - 2. Set the metronome in motion at a very slow rate, then begin saying a syllable of the word "p-ar" with each motion of the pendulum. Encourage each member of the class to respond in unison or individually.
    - a. For a correct response, reinforce with a chip.
    - b. Ignore the incorrect responses.
  - 3. For production of the plural "pears", repeat the procedure (II, 1, 2), in producing the plural "p-arz".

- III. Activity Time
  - 1. Space chairs so each child will have space to move around the chair.
  - 2. Each child is to obey as soon as a command is given. Read slowly the following commands:
    - a. POINT TO YOUR NOSE.
    - b. POINT TO WHAT YOU HEAR WITH.
    - c. POINT TO WHAT YOU SEE WITH.
    - d. FOLD YOUR HANDS IN YOUR LAP.
    - e. STICK OUT YOUR TONGUE.
    - f. SAY, "LA, LA, LA".
    - g. SAY, "AHPA, AHPA, AHPA".
    - h. MAKE A SNAKE SOUND, "S--------."
    - i. MAKE A BEE SOUND, "BZZZ."
    - j. RUN TO THE DOOR AND BACK TO YOUR CHAIR, THEN BE SEATED.
    - k. STAND BEHIND YOUR CHAIR, CLAP YOUR HANDS, THEN BE SEATED.

1. SAY, "NAH, NAH, NAH".

IV. Identification of Singulars and Plurals
  A. Identification
    1. Place two pears on a surface, say, "THESE ARE PEARS." Encourage the children to repeat the above sentence in unison.
    2. Randomly say, "GIVE ME A PEAR" or "GIVE ME PEARS", (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction after the child is seated.
  B. Expression
    1. Following a correct response, (IV, 2), say, "WHAT IS (ARE) THIS (THESE)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #119 Date:____________________

Purpose: (1) Identification of vegetables
(2) Singular and plural within a category
Materials: PLDK (Level P) Plastic vegetables (carrot, corn, onion, potato, tomato); Metronome; Materials for reinforcement.

I. Vocabulary Building Time
  A. Identification
    1. Name each vegetable item as placed on a surface. Encourage the children to name the vegetables in unison. (Carrot, corn, onion, potato, tomato).
    2. Say, "GIVE ME THE (NAME OF VEGETABLE, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction after the child is seated.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT VEGETABLE IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction after the child is seated.
    4. Encourage sentence responses.

II. Sound and Rhythm Time
  1. Demonstrate saying the sentence, "THIS IS CORN," to a very slow rhythm of the metronome.
  2. Encourage all children to respond in unison with the sentence, "THIS IS CORN" to the slow rhythm of the metronome. While the instructor holds the corn, provide several minutes of the unison drill.

3. While displaying corn, provide opportunity for each child to individually respond, five times, with the sentence, "THIS IS CORN," to the slow rhythm of the metronome.
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, request the child to be seated, then demonstrate the type response desired.

III. Activity Time
1. Use the potato and tomato for this session.
2. Space the chairs so that children can walk around a chair, but can also pass objects comfortably to the child seated in the next chair.
3. As a vegetable is handed to a child, say, "I GIVE THE (NAME OF VEGETABLE) TO (NAME OF CHILD)." After a vegetable has been handed to a child, say, "I GAVE THE (NAME OF VEGETABLE) TO (NAME OF CHILD)."
4. Instruct the child who has a vegetable to give it to another child.
    a. Following a correct response of "giving", say, "(NAME OF CHILD), WHAT DID YOU DO?"
    b. For a correct response, "I GAVE (NAME OF VEGETABLE) TO (NAME OF CHILD)", reinforce with a chip.
    c. For an incorrect response, make the correction.
5. At varied times, say, "IF YOU HAVE THE (NAME OF VEGETABLE), STAND BEHIND YOUR CHAIR." (Other commands may be substituted.)
    a. For a correct response, give instructions for the child to be seated, reinforce with a chip.
    b. For an incorrect response, request the vegetable, then give it to another child following the procedure of (III, 3).
6. In some classes, both the potato and tomato might be circulating at the same time.

IV. Identification of Singular and Plural of a Category
1. As you place a vegetable on the chalkboard, say, "THIS VEGETABLE IS A (NAME OF VEGETABLE)." Use the 5 vegetables.
2. After the 5 vegetables have been presented, say, "THESE ARE VEGETABLES."
3. Recognition
    a. Say, "GIVE ME TWO VEGETABLES (NAME TWO VEGETABLES), (NAME OF CHILD)."
    b. For a correct response, reinforce with a chip.
    c. For an incorrect response, request the child to be seated, then give the instruction to another child.
4. Expression

   - a. Following a correct response (IV, 3), say, "WHAT ARE THE NAMES OF THESE VEGETABLES?"
   - b. For each correct response, reinforce with a chip.
   - c. For an incorrect response, make correction after the child is seated.

Lesson Plan - Low Level
Lesson #120 Date:____________________

Purpose: (1) Identification of vegetables.
(2) Singular and plural within a category.

Materials: PLDK (Level P) Plastic vegetables (carrot, corn, onion, potato, tomato); Metronome; Materials for reinforcement.

I. Vocabulary Building Time
   A. Identification
      1. Name each vegetable item as placed on a surface. Encourage the children to name the vegetables in unison. (Carrot, corn, onion, potato, tomato.)
      2. Say, "GIVE ME THE (NAME OF VEGETABLE), (NAME OF CHILD)."
         a. For a correct response, reinforce with praise.
         b. For an incorrect response, after the child is seated, make correction.
   B. Expression
      1. Following a correct response (I, A), say, "WHAT VEGETABLE IS THIS?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction after the child is seated.
      4. Encourage sentence responses. Example: "THIS VEGETABLE IS A (NAME OF VEGETABLE)."

II. Sound and Rhythm Time
   1. Demonstrate saying the sentence, "THIS IS A PO-TA-TO," to a very slow rhythm of the metronome.
   2. Encourage all children to respond in unison with the sentence, "THIS IS A PO-TA-TO", to the slow rhythm of the metronome. While the instructor holds or displays the potato, provide several minutes for the unison drill.
   3. While the potato is displayed, provide each child opportunity to respond individually five times with the sentence, "THIS IS A PO-TA-TO" to the slow rhythm of the metronome.
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, demonstrate the type response desired after the child is seated.

III. Activity Time

1. Use the corn and onion for this session.
2. Space the chairs so that children can walk around a chair, but can also pass objects comfortably to the child seated in the next chair.
3. As a vegetable is handed to a child, say, "I GIVE THE (NAME OF VEGETABLE) TO (NAME OF CHILD)." Following the giving of the vegetable to a child, say: "(GAVE THE (NAME OF VEGETABLE) TO (NAME OF CHILD)."
4. Instruct the child who has a vegetable to give it to another child.
    - a. Following a correct response of giving, say, "(NAME OF CHILD), WHAT DID YOU DO?"
    - b. For a correct response, "I GAVE (NAME OF VEGETABLE) TO (NAME OF CHILD)", reinforce with a chip.
    - c. For an incorrect response, make correction.
5. At varied times, say, "IF YOU HAVE A VEGETABLE, STAND BEHIND YOUR CHAIR." (Other commands may be substituted.)
    - a. For a correct response, give instructions for the child to be seated, reinforce with a chip and praise.
    - b. For an incorrect response, request the vegetable, then give it to another child following the procedure of (III, 3).
6. In some classes, both the potato and tomato might be circulated at the same time.

IV. Identification of Singular and Plural of a Category

1. As you place a vegetable on the chalkboard, say, "THIS VEGETABLE IS A (NAME OF VEGETABLE)." Use the 5 vegetables.
2. After the 5 vegetables have been presented, say, "THESE ARE VEGETABLES." Stress the plural ending.
3. Recognition
    - a. Say, "GIVE ME TWO VEGETABLES (NAME TWO VEGETABLES), (NAME OF CHILD)."
    - b. For a correct response, reinforce with a chip.
    - c. For an incorrect response, request the child to be seated, then give the instruction to another child.
4. Expression
    - a. Following a correct response (IV, 3), say, "WHAT ARE THE NAMES OF THESE VEGETABLES?"
    - b. For each correct response, reinforce with a chip.
    - c. For an incorrect response, make correction after the child is seated.

Purpose: (1) Identification of vegetables
(2) Singular and plural within a category

Materials: PLDK (Level P) Plastic vegetables (carrots, corn, onion, potato, tomato); Metronome; Materials for reinforcement.

I. Vocabulary Building Time
  A. Identification
    1. Name each vegetable item as placed on a surface. Encourage the children to name the vegetables in unison. (carrot, corn, onion, potato, tomato)
    2. Say, "GIVE ME THE (NAME OF VEGETABLES), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, after the child is seated, make correction.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT VEGETABLE IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction after the child is seated.
    4. Encourage sentence responses; example: "THIS VEGETABLE IS A (NAME OF VEGETABLE)."

II. Sound and Rhythm Time
  1. Demonstrate saying the sentence, "THIS IS A TO-MA-TO", to a slow rhythm of the metronome.
  2. Encourage all children to respond in unison with the sentence, "THIS IS A TO-MA-TO", to the slow rhythm of the metronome. While the instructor displays the tomato, provide several minutes for the unison drill.
  3. While the potato is displayed, provide each child opportunity to respond individually five times with the sentence, "THIS IS A TO-MA-TO", to the slow rhythm of the metronome.
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, demonstrate the type response desired after the child is seated.

III. Activity Time
  1. Use the carrot and onion for the session.
  2. Space the chairs so that children can walk around a chair, but can also pass objects comfortably to the child seated in the next chair.
  3. As a vegetable is handed to a child, say, "I GIVE THE (NAME OF VEGETABLE) TO (NAME OF CHILD)." Following the giving of the vegetable to a child, say, "I GAVE THE (NAME OF VEGETABLE) TO (NAME OF CHILD)."
  4. Instruct the child who has a vegetable to give it to another child.

a. Following a correct response of giving, say, "(NAME OF CHILD), WHAT DID YOU DO?"
b. For a correct response, "I GAVE (NAME OF VEGETABLE) TO (NAME OF CHILD)", reinforce with a chip.
c. For an incorrect response, make correction.

5. At varied times, say, "IF YOU HAVE A VEGETABLE, PUT IT UNDER YOUR CHAIR." (Other commands may be substituted.)
   a. For a correct response, give instructions for the child to pick up the object, reinforce with praise and a chip.
   b. For an incorrect response, request the vegetable; then give it to another child following the procedure of (III, 3).
6. In some classes, both the carrot and onion might be circulated at the same time.

IV. Identification of Singular and Plural of a Category
   1. As you place a vegetable on the chalkboard, say, "THIS VEGETABLE IS A (NAME OF VEGETABLE)." Use the 5 vegetables.
   2. After the 5 vegetables have been presented, say, "THESE ARE VEGETABLES." Stress the plural ending.
   3. Recognition
      a. Say, "GIVE ME TWO VEGETABLES (NAME TWO VEGETABLES), (NAME OF CHILD)."
      b. For a correct response, reinforce with a chip.
      c. For an incorrect response, request the child to be seated, then give the instruction to another child.
   4. Expression
      a. Following a correct response (IV, 3), say, "WHAT ARE THE NAMES OF THESE VEGETABLES?"
      b. For each correct response, reinforce with a chip.
      c. For an incorrect response, make correction after the child is seated.

Lesson Plan - Low Level
Lesson #122 Date:________________

Purpose: (1) Identification of fruits and vegetables.
(2) Matching color objects with color chips.
Materials: PLDK (Level P) Plastic Fruits and Vegetables; Color Chips; one of each--green, red, yellow, orange, and blue; Metronome; Materials for reinforcement.

I. Vocabulary Building Time
   A. Identification
      1. Name each of the thirteen vegetable and fruit items as placed on a surface. Encourage the children to name the vegetables and fruit in unison.

2. Say, "GIVE ME THE (NAME OF VEGETABLE OR FRUIT), (NAME OF CHILD)."
    a. For a correct response, reinforce with praise.
    b. For an incorrect response, after the child is seated, make correction.
3. Since this exercise is primarily for review, do not request each child to identify each item, only request two or three items from each child.

B. Expression
1. Following a correct response (I, A), say, "WHAT IS THIS?"
2. Following a correct response, reinforce with a chip, then say, "IS THIS A FRUIT OR VEGETABLE?"
    a. For an incorrect response, after the child is seated, make correction.
    b. For a correct response, reinforce with a chip.

II. Sound and Rhythm Time
1. Demonstrate saying the sentence, "THIS IS A PINE-AP-PLE", to a slow rhythm of the metronome.
2. While displaying the pineapple, encourage unison response with the above sentence, (II, 1). Provide several minutes of the unison drill.
3. While a child points to or holds the pineapple, provide opportunity for the child to individually respond at least five times with the sentence, "THIS IS PINE-AP-PLE", to the slow rhythm of the metronome.
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, request the child to be seated.

III. Activity Time
1. Use carrot, onion, potato, banana, orange and pineapple for this session.
2. Space the chairs in a large circle or some distance between each chair.
3. As a vegetable or a fruit is given to a child, say, "I GIVE THE (NAME OF OBJECT) TO (NAME OF CHILD)."
4. Give each child a vegetable or a fruit item.
5. Say, "IF YOU HAVE A (NAME OF OBJECT) CHANGE CHAIRS WITH THE PERSON WHO HAS A (NAME OF OBJECT)."
    a. For a correct response, reinforce with praise and a chip.
    b. If a child fails to respond, direct his attention to the object, and that he is to change chairs with (Name of child) who has (name of object).
    c. If simple statement, such as "CARROT CHANGE (CHAIRS) WITH BANANA", will produce the results, use that procedure.

IV. Identification Time

1. Present the green apple and a green chip, say, "WHEN I SHOW YOU A GREEN CHIP, YOU ARE TO FIND THE GREEN APPLE."
2. Follow the procedure as in (IV, 1) with the following:
   a. Red chip - red apple
   b. Yellow chip - pear, lemon, or banana
   c. Orange chip - orange or carrot
   d. Blue chip - grapes
3. Place the following items on a surface:
   a. Green apple
   b. Red apple
   c. Pear
   d. Lemon
   e. Banana
   f. Orange
   g. Carrot
   h. Grapes
4. Hold up one of the following color chips:
   a. Green
   b. Red
   c. Yellow
   d. Orange
   e. Blue
5. For a correct response, say, "YES, YOU DID FIND A (NAME OF OBJECT) WHICH IS (COLOR OF CHIP)." Also, the child may hold the object.
6. For an incorrect response, replace the object on the surface. Identify the correct object. Then proceed to another child.
7. When all items are in possession of the children, allow each child then to exchange each fruit or vegetable for a chip.

Lesson Plan - Low Level
Lesson #123 Date:______________________

Purpose: (1) Identification of fruits and vegetables.
(2) Matching color of objects with color chips.

Materials: PLDK (Level P) Plastic Fruits and Vegetables; Color chips; one each of green, red, yellow, orange and blue; Metronome; Materials for reinforcement.

I. Vocabulary Building Time
   A. Identification
      1. Name each of the thirteen vegetables and fruit items as placed on a surface. Encourage the children to name the items in unison.
      2. Say, "GIVE ME THE (NAME OF VEGETABLE OR FRUIT), (NAME OF CHILD)."
         a. For a correct response, reinforce with praise.
         b. For an incorrect response, after the child is seated, make correction.
      3. Since this exercise is primarily for review, do not request each child to identify each item, unless the children are encountering much difficulty identifying all items.

B. Expression
  1. Following a correct response (I, A), say, "WHAT IS THIS?"
  2. Following a correct response, reinforce with a chip, then say, "IS THIS A FRUIT OR VEGETABLE?"
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, after the child is seated, make correction.

II. Sound and Rhythm Time
  1. Demonstrate saying the sentence, "THIS IS A RED AP-PLE", to a slow rhythm of the metronome.
  2. While displaying the red apple, encourage unison response, with the above sentence (II, 1). Provide several minutes of the unison drill.
  3. While a child points to or holds the red apple, provide opportunity for at least 5 individual responses with the sentence, "THIS IS A RED AP-PLE", to the slow rhythm of the metronome.
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, request the child to be seated.

III. Activity Time
  1. Use carrot, onion, potato, banana, orange, and pineapple for this session.
  2. Space the chairs in a large circle or some distance between each chair.
  3. As a vegetable or a fruit is given to a child, say, "I GIVE THE (NAME OF OBJECT) TO (NAME OF CHILD)."
  4. Give each child a vegetable or a fruit item.
  5. Say, "(NAME OR ITEM) CHANGE CHAIRS WITH (NAME OF OBJECT)."
    a. For a correct response, reinforce with praise and a chip.
    b. If a child fails to respond, direct his attention to the object, and to the fact that he is to change chairs with (name of child) who has (name of object).

IV. Identification Time
  1. Present a fruit or vegetable and a chip of the same color, say, "WHEN I SHOW A (COLOR OF CHIP) YOU ARE TO FIND THE FRUIT OR VEGETABLE OF THE SAME COLOR."
  2. Place the following items on a surface:
    a. Green apple
    b. Red apple
    c. Pear
    d. Lemon
    e. Banana
    f. Orange
    g. Carrot
    h. Grapes

3. Hold up one of the following color chips: green, red, yellow, orange, or blue. Say, "FIND ONE THING THAT IS (COLOR OF CHIP), (NAME OF CHILD)."
4. For a correct response, say, "YES, YOU DID FIND A (NAME OF OBJECT) WHICH IS (COLOR)." Also, the child may hold the object.
5. For an incorrect response, replace the object on the surface. Identify the correct object. Proceed to another child.
6. When all items are in possession of the children, exchange a chip for each fruit or vegetable item.

Lesson Plan - Low Level
Lesson #124 Date:____________________

Purpose: (1) Identification of fruits and vegetables.
(2) Matching color objects with color chips.

Materials: PLDK (Level P) Plastic Fruits and Vegetables; Color chips: green, red, yellow, orange, and blue; Metronome; Materials for reinforcement.

I. Vocabulary Building Time
  A. Identification
    1. Name each of the 13 vegetable and fruit items as placed on a surface. Encourage the children to name the items in unison.
    2. Say, "GIVE ME THE (NAME OF VEGETABLE OR FRUIT), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, after the child is seated, make correction.
    3. Unless the children are encountering much difficulty identifying all items, ask each child to identify two or three items until all items have been identified.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT IS THIS?"
    2. Following a correct response, reinforce with a chip, then say, "IS THIS A FRUIT OR VEGETABLE?"
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, after the child is seated, make correction.

II. Sound and Rhythm Time
  1. Demonstrate saying the sentence, "THIS IS A GRE-EN AP-PLE", to a slow rhythm of the metronome.
  2. While displaying the green apple, encourage unison response with the above sentence (II, 1). Provide several minutes for this unison drill.

3. While a child points to or holds the green apple, provide opportunity for at least 5 individual responses of the sentence (II, 1) with the metronome.
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, request the child to be seated.

III. Activity Time
1. Use carrot, onion, potato, banana, orange, and pineapple for this session.
2. Space the chairs in a large circle or some distance between each chair.
3. As a vegetable or a fruit is given to a child, say, "I GIVE THE (NAME OF OBJECT) TO (NAME OF CHILD)." Give each child an item, and keep one yourself.
4. Say, "(NAME OF ITEM) CHANGE CHAIRS WITH (NAME OF ITEM)."
5. Since the instructor will also have an item (fruit or vegetable), you will attempt to be seated as the change is made, as in the game, "fruit basket".
    a. For a correct response, reinforce with a chip.
    b. The child who fails to occupy a different chair will be "it" to give instruction as in (III, 4). Provide assistance as necessary.

IV. Identification Time
1. Present a fruit or vegetable and chip(s) of the same color, say, "WHEN I SHOW A COLOR CHIP, YOU ARE TO FIND THE FRUIT OR VEGETABLE OF THE SAME COLOR AND SHAPE AS DESCRIBED."
2. Provide examples from the list below.
3. At the same time, hold up the color chip(s) appropriate to the command.

Hold up:	Say:
One yellow chip	Find one fruit that is long and is yellow. (banana)
One red and one green chip	Find one fruit that is red and green. (red-green apple)
One red and one green chip	Find one vegetable that is red and green. (tomato)
One orange chip	Find one vegetable that is long and is orange. (carrot)
Several blue chips	Find the fruit that has many parts and is blue. (bunch of grapes)
One green and one yellow chip	Find the vegetable that is long and is green and yellow. (ear of corn)
One orange chip	Find the fruit that is round and is orange. (orange)

One yellow chip	Find the fruit that is round and is yellow. (pear or lemon)
One orange and one green chip	Find the one fruit that is orange and green. (pineapple)
one red chip	Find the fruit that is red. (red apple)
one green chip	Find the fruit that is green. (green apple)

a. For a correct response, reinforce with a chip.
b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #125 Date:____________________

Purpose: (1) Identification of fruits and vegetables.
(2) Matching color objects with color chips.

Materials: PLDK (Level P) Plastic Fruits and vegetables; Color chips: green, red, yellow, orange, and blue; Metronome; Materials for reinforcement.

I. Identification Time
  A. Identification
    1. Present a fruit or vegetable and chip(s) of the same color, say, "WHEN I SHOW A COLOR CHIP, YOU ARE TO FIND THE FRUIT OR VEGETABLE OF THE SAME COLOR AND SHAPE AS DESCRIBED."
    2. Provide examples from the list below.
    3. At the same time, hold up the color chip(s) appropriate to the command.

Hold up:	Say:
One orange chip	Find the fruit that is round and is orange. (orange)
One yellow chip	Find the fruit that is round and yellow. (pear or lemon)
One green and one yellow chip	Find the vegetable that is long and is green and yellow. (ear of corn)
Several blue chips	Find the fruit that has many parts and is blue. (bunch of grapes)
One orange chip	Find one vegetable that is long and is orange. (carrot)
One red chip	Find the fruit that is red. (red apple)
One green chip	Find the fruit that is green. (green apple)
One yellow chip	Find one fruit that is long and is yellow. (banana)

One red and one green chip	Find one fruit that is red and green. (red-green apple)
One red and one green chip	Find one vegetable that is red and green. (tomato)

a. For a correct response, reinforce with a chip.
b. For an incorrect response, make correction.

B. Expression
1. Following a correct response (I, A), say, "WHAT IS THIS?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, after the child is seated, make correction.

II. Activity Time
1. Use tomato, large pear, lemon, red apple, banana, potato for this session.
2. Space the chairs in a large circle or some distance between each chair.
3. While giving an object to a child, say, "I GIVE THE (OBJECT) TO (NAME OF CHILD)." Give each child an object and keep one object yourself.
4. Say, "(NAME OF ITEM) CHANGE CHAIRS WITH (NAME OF ITEM)."
5. Since the instructor will also have an item (fruit or vegetable), you will attempt to be seated as the change is made, as in the game, fruit basket.
    a. For a correct response, reinforce with a chip.
    b. The child who fails to occupy a different chair will be "it" to give instructions as in (II, 4). Provide assistance as necessary.

III. Sound and Rhythm Time
1. To a slow rhythm of the metronome, demonstrate saying the sentence, "THIS IS A BA-UNCH OF BA-LUE GR-APES."
2. While displaying the grapes, encourage unison response with the sentence (III, 1). Provide several trials for the unison drill.
3. While a child points to or holds the grapes, provide opportunity for at least 5 individual responses of the sentence (III, 1) with the metronome. Gradually increase the speed on the metronome for each sentence, but keep the rate of speed so as to maintain the intelligibility of the child's speech.
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, direct your attention to another child.

IV. Memory Time
1. Name three fruit items as placed side by side on a surface--apple, banana, pear.

2. While the children are looking, remove and place out of sight an item, say, "WHAT DID I HIDE, (NAME OF CHILD)?"
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the question to another child.
3. Following several successful trials for each child (IV, 2), request the children to hide their eyes, then remove an object, then say, "WHAT DID I HIDE, (NAME OF CHILD)?"
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #126 Date:____________________

Purpose: (1) Identification of fruits and vegetables.
(2) Matching color objects with color chips.

Materials: PLDK (Level P) Plastic Fruits and Vegetables; Color chips: green, red, yellow, orange, and blue; Metronome; Materials for reinforcement; a small box.

I. Identification Time
  A. Identification
    1. Present a fruit or vegetable and chip(s) of the same color, say, "WHEN I SHOW A COLOR CHIP, YOU ARE TO FIND THE FRUIT OR VEGETABLE OF THE SAME COLOR AND SHAPE AS DESCRIBED."
    2. Provide examples from the list below.
    3. At the same time, hold up the color chip(s) appropriate to the command.

Hold up:	Say:
1 orange chip	Find the fruit that is round and the color is orange. (orange)
1 yellow chip	Find the fruit that is round and the color is yellow. (pear or lemon)
1 green and 1 yellow chip	Find the vegetable that is long and the color is green and yellow. (ear of corn)
1 green chip	Find the fruit that is green. (green apple)
1 orange chip	Find one vegetable that is long and the color is orange. (carrot)
1 red and one green chip	Find one fruit that the color is red and green. (red-green apple)
1 yellow chip	Find one fruit that is long and the color is yellow. (banana)

1 red and 1 green chip	Find one vegetable that the color is red and green. (tomato)
1 red chip	Find the fruit that the color is red. (red apple)
several blue chips	Find the fruit that has many parts and the color is blue. (bunch of grapes)

a. For a correct response, reinforce with a chip.
b. For an incorrect response, make correction.

B. Expression
1. Following a correct response (I, A), say, "WHAT IS THIS?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, after the child is seated, make correction.

II. Activity Time
1. Use corn, banana, onion, orange, peach, pineapple, for this session.
2. Space the chairs in a large circle or some distance between each chair.
3. While giving an object to a child, say, "I GIVE THE (OBJECT) TO (NAME OF CHILD)." Give each child an object and keep one object yourself.
4. Say, "(NAME OF ITEM) CHANGE CHAIRS WITH (NAME OF ITEM)."
5. Instructor will attempt to be seated in one of the chairs as the change is made, as in fruit basket.
   a. For a correct response, reinforce with a chip.
   b. The child who fails to occupy a different chair will be the one to give instructions as in (II, 4). Provide assistance as necessary.

III. Sound and Rhythm Time
1. To a slow rhythm of the metronome, demonstrate doing and saying, "I AM PUTTING THE CORN IN THE BOX."
2. Provide opportunity for each child to do and say in unison with the instructor, "I AM PUTTING THE CORN IN THE BOX."
3. While engaging in the action, a child should say, "I AM PUTTING THE CORN IN THE BOX." This should be said to the rhythm of the metronome to obtain intelligible speech.
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, direct the command to another child.

IV. Memory Time
1. Name three fruit items as placed side by side on a surface--red apple, grapes, orange.

2. While the children are looking, remove out of sight an item, say, "WHAT DID I HIDE, (NAME OF CHILD)?"
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, direct the question to another child.
3. Following two successful trials for each child (IV, 2), request the children to hide their eyes, then remove an object, say, "WHAT DID I HIDE, (NAME OF CHILD)?"
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #127 Date:__________________

Purpose: (1) Sound discrimination
(2) Identification of action words

Materials: Bell; pencil; paper; PLDK (Level P) Plastic Fruit--Green apple, banana, lemon, orange, pear, and peach; Box or basket; Materials for reinforcement.

I. Sound Identification Time
1. As engaging in one of the following activities, say,
   a. I AM KNOCKING ON THE DOOR.
   b. I AM RINGING A BELL.
   c. I AM TAPPING WITH A PENCIL.
   d. I AM SNAPPING MY FINGERS.
   e. I AM CRUSHING PAPER.
   f. I AM CLOSING A DOOR.
   g. I AM TAPPING MY FOOT.
   h. I AM CLAPPING MY HANDS.
   i. I AM CLOSING A DRAWER.
2. Repeat the exercise, encourage all children to imitate the action and to repeat the sentence in unison.
   a. For correct responses, reinforce with a chip.
   b. Ignore the incorrect responses.
3. Give a command within the ability of a child, encourage the child to continue the activity as the instructor imitates the activity, while repeating in unison, "I AM (ACTIVITY)."

II. Activity Time
1. Say, "I AM GIVING EACH OF YOU A FRUIT." Say, I GIVE A (AN) (NAME OF FRUIT) TO (NAME OF CHILD)."
2. Ask a child, "WHAT FRUIT DID YOU GET (NAME OF CHILD)?" Encourage sentence response. Example: "I GOT A (NAME OF FRUIT)."
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, encourage the child to repeat the correct sentence in unison, then turn to another child.

3. Explain that when instructions are given for names of fruit to change chairs that the children with the fruit change chairs. Also, explain that whoever gives the instruction will try to get a chair. Also, explain when you say, "FRUIT BASKET UPSET", everyone is to change chairs.
    a. For correctly responding to above commands, reinforce with a chip.
    b. Give assistance as necessary.

III. Sound and Rhythm Time
  1. Using the fruit items from Activity Time, while to a slow rhythm of the metronome, demonstrate doing and saying, "I AM PUTTING (NAME OF FRUIT) IN THE BOX."
  2. While engaging in the action, to the rhythm of the metronome a child should say, "I AM PUTTING (NAME OF FRUIT) IN THE BOX."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the command to another child.

IV. Memory Time
  1. As placed side by side on a surface, name three fruit items--banana, lemon, and peach.
  2. While the children are looking, remove out of sight an item, say, "WHAT DID I HIDE, (NAME OF CHILD)?"
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the question to another child.
  3. Following two successful trials for each child (IV, 2), while the children close their eyes, remove an object, then say, "WHAT DID I HIDE, (NAME OF CHILD)?"
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #128 Date:________________

Purpose: (1) Sound discrimination
(2) Identification of action words
Materials: Bell; pencil; paper; chalk; Materials for reinforcement.

I. Sound Identification Time
  1. As engaging in one of the following activities, say,
    a. I AM RINGING A BELL.
    b. I AM SNAPPING MY FINGERS.
    c. I AM KNOCKING ON THE DOOR.
    d. I AM TAPPING WITH A PENCIL.

   e. I AM OPENING AND CLOSING A DOOR.
   f. I AM CRUSHING PAPER.
   g. I AM TAPPING MY FOOT.
   h. I AM OPENING AND CLOSING A DRAWER.
   i. I AM CLAPPING MY HANDS.
2. Repeat the exercise, encourage all children to imitate the action and to repeat the sentences in unison.
   a. For correct responses, reinforce with a chip.
   b. Ignore the incorrect responses.
3. Give a command within the ability of a child, encourage the child to continue the activity as the instructor imitates the activity; also repeat in unison, "I AM (ACTIVITY)."
4. Perform one of the activities, say, "WHAT AM I DOING, (NAME OF CHILD)?"
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

II. Activity Time
1. Place the bell, pencil, and paper on a surface.
2. Begin this activity by giving one command, then include two commands, then include three commands for any child who is capable of executing three commands from the following list:
   a. RING THE BELL.
   b. KNOCK ON THE DOOR.
   c. TAP WITH THE PENCIL.
   d. TAP YOUR FOOT.
   e. CLAP YOUR HANDS.
   f. CRUSH THE PAPER.
   g. KNOCK ON THE DOOR AND RING THE BELL.
   h. CLAP YOUR HANDS AND RING THE BELL.
   i. TAP YOUR FOOT AND RING THE BELL.
   j. CRUSH THE PAPER AND RING THE BELL.
   k. TAP WITH THE PENCIL AND RING THE BELL.
   l. RING THE BELL AND KNOCK ON THE DOOR.
   m. TAP YOUR FOOT AND CRUSH THE PAPER.
   n. RING THE BELL, CRUSH THE PAPER, TAP WITH THE PENCIL.
   o. TAP YOUR FOOT, CLAP YOUR HANDS, RING THE BELL.
3. For each correct response, reinforce with a chip.
4. For an incorrect response, make correction.

III. Sound and Rhythm Time
1. While marking on the chalkboard, say, I AM MARKING ON THE CHALKBOARD."
2. To the rhythm of the metronome, while marking on the chalkboard, a child should say, "I AM MAR-KING ON THE CHALK-BOARD."
   a. For a correct response, reinforce with a chip.
   b. When the response needs improving, request a second trial. If successful, reinforce with praise.

IV. Memory Time
   1. Place the pencil, paper and chalk on a surface.
   2. While the children's eyes are closed, remove one of the three objects, then say, "WHAT DID I HIDE (NAME OF CHILD)?" Encourage sentence response.
      Example: "You hid the (Object)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #129
Date:____________________

Purpose: (1) Sound discrimination
         (2) Identification of action words
Materials: Bell; pencil; paper; chalk; Materials for reinforcement.

I. Sound Identification Time
   1. While the children's eyes are closed, produce the sound, then ask a child to identify the action--
      a. RINGING A BELL
      b. SNAPPING FINGERS
      c. KNOCKING ON A DOOR
      d. TAPPING WITH A PENCIL
      e. OPENING AND CLOSING A DOOR
      f. CRUSHING PAPER
      g. TAPPING WITH A FOOT
      h. OPENING AND CLOSING A DRAWER
      i. CLAPPING HANDS
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction.

II. Activity Time
   1. Place the bell, pencil and paper on a surface.
   2. Begin this activity by giving one command, then gradually increase the commands to challenge the ability of a child.
      a. CRUSH THE PAPER.
      b. CLAP YOUR HANDS.
      c. TAP YOUR FOOT.
      d. KNOCK ON THE DOOR.
      e. RING THE BELL.
      f. TAP WITH THE PENCIL.
      g. CRUSH THE PAPER AND CLAP YOUR HANDS.
      h. CLAP YOUR HANDS AND TAP YOUR FOOT.
      i. TAP YOUR FOOT AND KNOCK ON THE DOOR.
      j. KNOCK ON THE DOOR AND RING THE BELL.
      k. RING THE BELL AND TAP WITH THE PENCIL.
      l. TAP WITH THE PENCIL AND CRUSH THE PAPER.
      m. CRUSH THE PAPER, CLAP YOUR HANDS, AND TAP YOUR FOOT.

        n. TAP YOUR FOOT, CLAP YOUR HANDS, AND KNOCK ON THE DOOR.
        o. KNOCK ON THE DOOR, CRUSH THE PAPER, AND RING THE BELL.
        p. RING THE BELL, KNOCK ON THE DOOR, AND TAP WITH THE PENCIL.
        q. TAP WITH THE PENCIL, RING THE BELL, CRUSH THE PAPER.
    3. For each correct response, reinforce with a chip.
    4. For an incorrect response, make correction.

III. Sound and Rhythm Time
    1. While marking on the chalkboard, say, "I AM MARKING ON THE CHALKBOARD."
    2. To the rhythm of the metronome, while marking on the chalkboard, a child should say, "I AM MAR-KING ON THE CHALK-BOARD."
        a. For a correct response, reinforce with a chip.
        b. When the response needs improving, request a second trial. If successful, reinforce with praise.

IV. Memory Time
    1. Place the pencil, paper, and chalk on a surface.
    2. While the children's eyes are closed, remove one of the three objects, then say, "WHAT DID I HIDE, (NAME OF CHILD)?" Encourage sentence response. Example: "YOU HID THE (OBJECT)."
        a. For a correct response, reinforce with a chip.
        b. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #130 Date:____________________

Purpose: (1) Identification of items of clothing and by whom worn.
(2) Demonstration through pantomime ability to recall motor activity.
(3) To recall missing objects.

Materials: PLDK #1 - Shoes (C-7), Shoes (C-21), Shoes (C-34), Shoes (C-45), Shoes (C-54), Hat (C-3), Hat (C-17), Cap (C-26), Hat (C-41), Cap (C-49), Stockings (C-23), Rubber boots (C-25); Metronome; Materials for reinforcement.

I. Identification Time
    A. Recognition
        1. Present and identify the five pictures of shoes. Identify the shoes according to the wearer. Example: "THESE ARE SHOES WORN BY A MAN." Place the 5 pictures on the chalkboard.
        2. Say, "GIVE ME THE SHOES WORN BY A (PERSON), (NAME OF CHILD)."
            a. For a correct response, reinforce with a chip.

b. For an incorrect response, make correction.

B. Expression

1. Following a correct response (I, 2) say, "WHAT ARE THESE?"
   - a. For a sentence response identifying the shoes as worn by a (person), reinforce with praise and a chip.
   - b. For a response other than shoes, make correction.
2. If the response to (B, 1) is shoe or shoes, say, "WHO WEARS THESE SHOES?"
   - a. For a correct intelligible sentence, reinforce with a chip.
   - b. For an incorrect or unintelligible sentence, instruct the child to repeat the sentence in unison to a rhythm of the matronome.

II. Activity Time (Pantomime)

1. Present picture (C-34), say, "SHOW HOW TO PUT ON THIS, (NAME OF CHILD)."
2. For each correct response (putting on a shoe, lacing, tying, putting on a second shoe, lacing and tying) reinforce with a chip.
3. For an incorrect or incomplete response, encourage the child to pantomime the complete action (II, 2) in unison with a demonstration by the instructor or one of the children.
4. Praise the child for responding in unison. Remind the child that more chips will be received for doing all the activities of putting on both shoes.

III. Question Time

1. Arrange the following pictures in order--(C-3), (C-7), (C-23), (C-25), (C-49).
2. Present a picture to a child and ask one of the following questions:
   - a. (C-3) WOULD A MAN WEAR THIS HAT? Yes
   - b. (C-7) WOULD A MAN WEAR THESE SHOES? Yes
   - c. (C-23) WOULD A WOMAN WEAR THESE STOCKINGS? Yes
   - d. (C-25) WOULD A MAN WEAR THESE BOOTS WHEN IT IS RAINING? Yes
   - e. (C-49) WOULD A BABY WEAR THIS CAP ON HIS HEAD? Yes
   - f. (C-3) WOULD A WOMAN WEAR THIS HAT ON HER FEET? No
   - g. (C-7) WOULD A WOMAN WEAR THESE SHOES ON HER HEAD? No
   - h. (C-23) WOULD A MAN WEAR THESE STOCKING ON HIS ARMS? No
   - i. (C-25) WOULD YOU WEAR THESE BOOTS ON YOUR HEAD? No
   - j. (C-49) WOULD YOU WEAR THIS CAP ON YOUR FEET? No
3. For each correct response, reinforce with praise and a chip.

4. For an incorrect response, make the correction with "YES" or "NO" then state who would wear the item of clothing and where it would be worn.

IV. Memory Time
  1. Place the following pictures on the chalkboard--Shoes (C-54), Cap (C-26), Stockings (C-23).
  2. Name the items in unison with the class.
  3. Encourage the class to watch while you remove one of the three pictures, placing the picture out of sight.
  4. Say, "WHAT ARE THESE TWO PICTURES ON THE CHALKBOARD, (NAME OF CHILD)?"
     a. For a correct response, reinforce with praise and a chip.
     b. For an incorrect response, make correction.
  5. While pointing to the location of the missing picture, say, "WHAT PICTURE DID I TAKE FROM HERE, (NAME OF CHILD)?"
     a. For a correct response, reinforce with a chip, praise, and the opportunity to return the picture to the location on the chalkboard.
     b. For an incorrect response, show and name the missing picture, then return it to the original location on the chalkboard.

Lesson Plan - Low Level
Lesson #131 Date:____________________

Purpose: (1) Identification of items of clothing and by whom worn.
(2) Demonstration through pantomime ability to recall motor activity.
(3) Discrimination between and recognition of the singular and plural concept.

Materials: PLDK #1, Shoes (C-7), Shoes (C-21), Shoes (C-34), Shoes (C-45), Shoes (C-54), Hat (C-3), Hat (C-17), Cap (C-26), Hat (C-41), Cap (C-49), Stockings (C-23), Rubber Boots (C-25); Metronome; Materials for reinforcement.

I. Identification Time
  A. Recognition
    1. Present and identify the five pictures of hats. Identify a hat or a cap according to who is the wearer. Example: "THIS HAT IS WORN BY A WOMAN."
    2. Place the 3 pictures of hats (C-3), (C-17), (C-41) on the chalkboard, point to each hat, say, "THIS IS A HAT." Then indicate a reference to the 3 pictures with the hand, say, "THESE ARE HATS."
    3. Say, "GIVE ME A HAT WORN BY A (PERSON), (NAME OF CHILD)."
       a. For a correct response, reinforce with a chip.
       b. For an incorrect response, make correction.

B. Expression
   1. Following a correct response (I, 3), say, "WHAT IS THIS?"
      a. For a sentence response identifying the hat as worn by a (person), reinforce with praise and a chip.
      b. For a response other than hat, make correction.
   2. If the response (B, 1) is hat, say, "WHO WEARS THIS HAT?"
      a. For a correct intelligible sentence, reinforce with a chip.
      b. For an incorrect or unintelligible sentence, instruct the child to repeat the sentence in unison to the rhythm of the metronome.

II. Activity Time (Pantomime)
   1. Present picture (C-3) to the boys and (C-41) to the girls, say, "SHOW HOW TO PUT ON THIS, (NAME OF CHILD)."
   2. For each correct response (picking up the hat, placing it on the head, tying a ribbon or adjusting the brim), reinforce with a chip.
   3. For an incorrect or incomplete response, encourage the child to pantomime the complete action (II, 2) in unison with a demonstration by the instructor or one of the children.
   4. Praise the child for responding in unison. Remind the child that more chips will be received doing all the activities of putting on the hat.
   5. If time permits and the children have responded correctly to (II, 1), present (II, 1) with the same section of Lesson 130 (II, 1) by presenting two pictures. Example: To a girl, present picture (C-41) and either (C-34) or C-45), say, "SHOW HOW TO PUT ON THESE, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, encourage a unison correct response.

III. Identification Time
   A. Recognition
      1. Present and identify the two caps (C-26) and (C-49).
      2. Place the 2 pictures on the chalkboard, point to each cap, say, "THIS IS A CAP." Then indicate with reference to the two pictures, "THESE ARE CAPS."
      3. Say, "GIVE ME A CAP WORN BY A(PERSON), (NAME OF CHILD."
         a. For a correct response, reinforce with a chip.
         b. For an incorrect response, make correction.
   B. Expression
      1. Following a correct response (I, 3), say, "WHAT IS THIS?"

    a. For a sentence response identifying the cap as worn by a (person), reinforce with praise and a chip.
    b. For a response other than cap, make correction.
2. If the response (B, 1) is cap, say, "WHO WEARS THIS CAP?"
    a. For a correct intelligible sentence, reinforce with a chip.
    b. For an incorrect or unintelligible sentence, instruct the child to repeat the sentence to the rhythm of the metronome in unison when necessary.

IV. Listening and Doing Time
1. Tell the class that you are going to play a game. Remind the class that they must use their ears to listen very, very carefully so they will know what to do. Demonstrate while telling the class, that if they hear, "GIVE ME CAP", give only one cap, but if they hear, "GIVE ME CAPS", (Stress the S sound), then they are to give both pictures of caps.
2. Place only one cap-picture on the chalkboard, say, "GIVE ME CAP, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For no response, direct the command to another child.
3. Place a cap-picture on the chalkboard and a cap-picture at some distant visible location, say, "GIVE ME CAPS, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. If a child fails to bring both pictures, say, "WHEN YOU HEAR CAPS, BRING BOTH CAPS."
4. Repeat this exercise several times, or until each child responds correctly to both commands.

Lesson Plan - Low Level
Lesson #132 Date:________________

Purpose: (1) Identification of items of clothing and by whom worn.
(2) Discrimination and recognition of the singular and plural concept.
(3) Category recognition.

Materials: PLDK #1 - Shoes (C-7), Shoes (C-21), Shoes (C-34), Shoes (C-45), Shoes (C-54), Hat (C-3), Hat (C-17), Cap (C-26), Hat (C-41), Cap (C-49), Stockings (C-23), Rubber boots (C-25); Materials for reinforcement.

I. Identification Time
A. Recognition
1. Present and identify the five pictures of shoes. Place on one level of chalkboard.

2. Present and identify the five pictures of hats and caps. Place on another level of the chalkboard.
3. Point to the hats and caps, say, "THESE CAPS AND HATS ARE WORN ON THE HEAD."
4. Point to the shoes, say, "THESE SHOES ARE WORN ON THE FEET."
5. While you point appropriately to each of the pictured objects and head or feet, repeat in unison the sentences (A, 3) and (A, 4).
6. Leave one hat-picture and one shoe-picture on the chalkboard, while pointing to the appropriate part of the body, say, "GIVE ME WHAT YOU WOULD WEAR ON THE (PART OF BODY), (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

B. Expression

1. Following a correct response (A, 6), say, "WHAT IS THIS CLOTHING, AND WHERE WOULD IT BE WORN?"
2. For a correct response to the above, reinforce with two chips and praise.
3. If only one part of the question is answered, ask for the other part. Example: "YES, THIS IS A HAT, WHERE WOULD IT BE WORN?"

II. Critical Thinking

1. While placing the hat pictures on one level and the cap pictures on another level, name and describe as to color, shape, and where worn. Also, point to each item, say, "THIS IS A HAT (OR CAP)." Then pointing to all of each category, say, "THESE ARE HATS (OR CAPS)."
2. Say, "GIVE ME ONE HAT (OR CAP), (NAME OF CHILD)." Or when asking for two, stress the plural form, "GIVE ME TWO HATS (OR CAPS), (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and say, "YES, THIS (THESE) IS (ARE) (NAME OF OBJECT/S)."
   b. For an incorrect response, make correction.

III. Memory Time

A. Location

1. Place the following pictures on the chalkboard-- Rubber boots (C-25), Cap (C-49), Stockings (C-23), Hat (C-3).
2. Name the items in unison with the class.
3. While pointing to the appropriate picture, direct one of the following questions to a child:
   a. "WHAT IS THE CAP BETWEEN?" (Point to rubber boots and stockings.)
   b. "WHAT ARE THE STOCKINGS BETWEEN?" (Point to cap and hat.)

2. Present and identify the five pictures of hats and caps. Place on another level of the chalkboard.
3. Point to the hats and caps, say, "THESE CAPS AND HATS ARE WORN ON THE HEAD."
4. Point to the shoes, say, "THESE SHOES ARE WORN ON THE FEET."
5. While you point appropriately to each of the pictured objects and head or feet, repeat in unison the sentences (A, 3) and (A, 4).
6. Leave one hat-picture and one shoe-picture on the chalkboard, while pointing to the appropriate part of the body, say, "GIVE ME WHAT YOU WOULD WEAR ON THE (PART OF BODY), (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

B. Expression
1. Following a correct response (A, 6), say, "WHAT IS THIS CLOTHING, AND WHERE WOULD IT BE WORN?"
2. For a correct response to the above, reinforce with two chips and praise.
3. If only one part of the question is answered, ask for the other part. Example: "YES, THIS IS A HAT, WHERE WOULD IT BE WORN?"

II. Critical Thinking
1. While placing the hat pictures on one level and the cap pictures on another level, name and describe as to color, shape, and where worn. Also, point to each item, say, "THIS IS A HAT (OR CAP)." Then pointing to all of each category, say, "THESE ARE HATS (OR CAPS)."
2. Say, "GIVE ME ONE HAT (OR CAP), (NAME OF CHILD)." Or when asking for two, stress the plural form, "GIVE ME TWO HATS (OR CAPS), (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and say, "YES, THIS (THESE) IS (ARE) (NAME OF OBJECT/S)."
   b. For an incorrect response, make correction.

III. Memory Time
A. Location
1. Place the following pictures on the chalkboard-- Rubber boots (C-25), Cap (C-49), Stockings (C-23), Hat (C-3).
2. Name the items in unison with the class.
3. While pointing to the appropriate picture, direct one of the following questions to a child:
   a. "WHAT IS THE CAP BETWEEN?" (Point to rubber boots and stockings.)
   b. "WHAT ARE THE STOCKINGS BETWEEN?" (Point to cap and hat.)

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c. "WHAT IS NEXT TO THE RUBBER BOOTS?" (Point to cap.)

d. "WHAT IS BEFORE THE HAT?" (Point to the stockings.)

4. For a correct response, reinforce with a chip and say, "YES THE (OBJECT) IS (LOCATION)."

5. For an incorrect response, make correction and encourage unison response. Example: "THE CAP IS BETWEEN THE RUBBER BOOTS AND THE STOCKINGS."

B. Memory

1. Say, "WE ARE GOING TO PLAY A GAME. ONE OF YOU WILL HIDE A PICTURE AND SOMEONE ELSE MUST GUESS WHAT PICTURE YOU HAVE HIDDEN. WATCH, HERE IS HOW TO PLAY THE GAME. I WILL HIDE THE CAP. NOW, YOU LOOK AT THE CHALKBOARD. WHAT IS MISSING OR WHAT DID I HIDE?"

a. For a correct response, reinforce with a chip.

b. If no correct response, say, "LOOK WHAT IS MISSING FROM THIS PLACE?" (Point to location of hidden picture.)

2. Repeat (B, 1), but request the children to hide their eyes.

a. For a correct response, reinforce with a chip and an opportunity for the child to command the other children to hide their eyes, select and hide a picture. (One hiding place preferably, perhaps the chip bag or that the picture be held so members of the class cannot see the picture.)

b. If no responses, continue demonstration until a child responds correctly.

IV. Question Time

1. Arrange the following pictures in order--(C-3),(C-7), (C-23), (C-25), (C-49).

2. Say, "WE ARE GOING TO PLAY A GAME. I WILL ASK A QUESTION; YOU TELL ME IF IT IS RIGHT OR WRONG. IF WHAT IS SAID IS RIGHT, YOU SAY, YES. IF WHAT I SAY IS WRONG, YOU SAY, NO."

3. Present a picture(s) to a child and ask one of the following questions:

a. (C-3) WOULD A MAN WEAR THIS HAT? Yes

b. (C-7) WOULD A MAN WEAR THESE SHOES? Yes

c. (C-23) WOULD A WOMAN WEAR THESE STOCKINGS? Yes

d. (C-25) WOULD A MAN WEAR THESE BOOTS IN THE RAIN? Yes

e. (C-49) WOULD A BABY WEAR THIS CAP ON HIS HEAD? Yes

f. (C-3) WOULD A MAN WEAR THIS ON HIS FEET? No

g. (C-7) WOULD YOU WEAR THESE ON YOUR EARS? No

h. (C-23) WOULD YOU WEAR THESE ON YOUR ARMS? No

II. Listening and Doing Time

1. Tell the class that to play the next game they must use their ears to listen very, very carefully so they will know what to do. Demonstrate while telling the class, that if they hear, "GIVE ME COAT", give only one coat, but if they hear, "GIVE ME COATS" (Stress the s sound) then they are to give both pictures of coats.
2. Place both coat pictures, C-1 and C-37, on the chalkboard.
3. Request "coat" and "coats" with variation. Do not alternate the request in a set pattern.
   - a. For a correct response, reinforce with a chip.
   - b. For an incorrect response, after child is seated, make correction.
4. Follow the same procedure using dresses C-15 and C-38.

III. Look and Tell Time

1. For this exercise use pictures C-7, C-1, C-37, C-15, and C-38; also the cardboard cover for C-7.
2. Explain and demonstrate that to play this game you will show pictures, and to give the right answer the child must say, "I SEE SHOE(S), COAT(S), OR DRESS(ES)."
3. Encourage the class or an individual child to say in unison, "I SEE (NAME OF OBJECT OR OBJECTS)." Cover one shoe with the cover for shoe, remove for shoes.
4. Present each of the items singularly, say, "WHAT DO YOU SEE, (NAME OF CHILD)?"
   - a. For a correct response, reinforce with a chip.
   - b. For an incorrect response, make correction.
5. Present each of the items in pairs, say, "WHAT DO YOU SEE, (NAME OF CHILD)?"
   - a. For a correct plural response, reinforce with a chip. For a sentence response, such as, "I SEE COATS", reinforce with praise and two chips.
   - b. For an incorrect response, make correction, stressing the plural ending.

IV. Look and Find Time

1. Tell the class that to play the next game you will show a picture and they are to find another picture which is almost like it.
2. Demonstrate the activity by placing the following pictures on the chalkboard: Shoes C-7, Coat C-1, Dress C-15. Then show and tell that if you show Shoes C-21, and say, "FIND ONE LIKE THIS", they would show C-7, etc.
3. Produce one of the pictures C-7, C-1 or C-15, say, "FIND ONE LIKE THIS, (NAME OF CHILD)."
   - a. For a correct response, reinforce with a chip, and and say, "THAT IS RIGHT, WHY ARE THESE PICTURES ALIKE?" For any correct response, reinforce with a chip and praise.

    i. (C-25) WOULD YOU WEAR THESE ON YOUR HAIR? No
    j. (C-49) WOULD YOU WEAR THIS ON YOUR FEET? No
4. For each correct response, reinforce with praise and a chip.
5. For an incorrect response, make the correction with "YES" or "NO" then state who would wear it and where the item of clothing would be worn.
6. Using the four items: C-3, C-7, C-25, C-49, show and tell these items C-3 and C-49 are worn on the head and C-7 and C-25 are worn on the feet. Then present two pictures and say:
    a. (C-3), (C-49) WOULD THESE BE WORN ON THE HEAD? Yes
    b. (C-7), (C-25) WOULD THESE BE WORN ON THE FEET? Yes
    c. (C-3), (C-49) WOULD THESE BE WORN ON THE FEET? No
    d. (C-7), (C-25) WOULD THESE BE WORN ON THE HEAD? No
    e. (C-3), (C-49) WOULD THESE BE WORN ON THE ARMS? No
    f. (C-7), (C-25) WOULD THESE BE WORN ON THE EARS? No
7. For each correct response, reinforce with praise and a chip.
8. For an incorrect response, make the correction.

Lesson Plan - Low Level
Lesson #133 Date:__________________

Purpose: (1) Identification and describing clothing.
(2) Discrimination and recognition of the singular and plural concept.
(3) Identification of like categories.

Materials: PLDK #1 - Shoes C-7, Coat C-1, Coat C-37, Dress C-15, Dress C-38, Shoes C-21, Cardboard cover for C-7 so one shoe may be shown, removed two shoes; Materials for reinforcement; Metronome.

I. Identification
  A. Recognition
    1. Present and identify the pictures of clothing-- C-7, man's shoes, C-1, man's coat, C-37, girl's coat, C-15, Woman's dress, and C-38, girl's dress.
    2. Say, "GIVE ME THE (CLOTHING) WORN BY (PERSON), (NAME OF CHILD)."
        a. For a correct response, reinforce with praise.
        b. For an incorrect response, after child is seated, make correction.
  B. Expression
    1. Following a correct response (A, 2), say, "TELL ME ABOUT THIS CLOTHING." Encourage the child to tell what it is, who wears it, and the color. Ask questions to obtain additional information.
    2. For each correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

b. For an incorrect response, say, "HERE IS A PICTURE LIKE THE ONE I HAVE BECAUSE THEY ARE BOTH (SHOES TO WEAR ON THE FEET) OR (DRESSES THAT WOMEN WEAR) OR (COATS FOR KEEPING WARM)."

V. Rhythm Time

1. As the appropriate picture(s) are shown, the children should say to the rhythm of the metronome the following sentences:
    a. THOSE ARE SHOES. (C-7)
    b. THOSE ARE COATS. (C-1 and C-37)
    c. THOSE ARE DRESSES. (C-15 and C-38)
    d. THOSE ARE SHOES. (C-21)
    e. I SEE SHOES. (C-7)
    f. I SEE COATS. (C-1 and C-37)
    g. I SEE DRESSES. (C-15 and C-38)
    h. I SEE SHOES. (C-21)
2. For a correct response, reinforce with a chip.
3. Ignore failure to respond by providing an opportunity for another child to respond.

Lesson Plan - Low Level
Lesson #134 Date:____________________

Purpose: (1) Identification of colors--purple, blue, yellow, orange, red, and green.
(2) Matching objects according to color.
(3) Improved speech patterns through rhythm counting.

Materials: LADOCA Jumping Peg Set; PLDK #1 Color Cards--Purple, D-7, Blue D-2, Yellow D-10, Orange D-6, Red D-8, Green D-4; Metronome; Box; Materials for reinforcement.

I. Activity Time

1. Demonstrate "Peggy" the jumping peg, jumping over each color stick--purple, blue, yellow, orange, red and green. During demonstration say, "PEGGY JUMPED THE (COLOR) STICK."
2. Show two sticks, say, "(NAME OF CHILD), DO YOU WANT A (COLOR) OR (COLOR) STICK FOR PEGGY TO JUMP?"
    a. When a child responds with the name of one color, or both colors, reinforce with an opportunity to jump Peggy over the stick(s).
    b. For an incorrect response, provide opportunity for another child to respond.
3. For those children who know colors, provide opportunity to select a color from the six.
4. In cases where a child will ask for only one color, remove that color from the group, so as to necessitate a selection from less familiar colors.

II. Matching Time
   1. Place the color cards (purple, blue, yellow, orange, red, and green) on the chalkboard.
   2. Select a color stick from the LADOCA Peggy Set, say, "I MATCH THE (COLOR) STICK WITH THE (COLOR) CARD." Then place the stick beside the matching color card.
   3. Leave the color cards displayed on the chalkboard; collect the color sticks. Hand a color stick to a child, say, "MATCH THE COLORS, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, after the child is seated, make correction.
   4. Following a correct matching (II, 3), show a matching color chip, say, "FOR THIS (COLOR) CHIP, WHAT COLOR IS THE STICK AND PICTURE?"
      a. If correctly named, reinforce with the chip.
      b. If incorrectly named, say, "NO, YOU DON'T GET THE (COLOR) CHIP BECAUSE THAT IS A (COLOR) STICK AND CARD."

III. Vocabulary Building Time
   1. Name the colors as the 6 sticks are placed on the chalkboard.
   2. Present one of the color cards (purple, blue, yellow, orange, red, or green), as request is made for the matching color stick, say, "GIVE ME THE (COLOR) STICK, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip, praise, and directing attention that the color of the stick and color-card are the same.
      b. For an incorrect response, make correction by encouraging the child to find the color-stick to match the color-card. When response is correct, reinforce with praise, but no chip.

IV. Rhythm Time
   1. Using a slow rhythm of the metronome, color-sticks, and box, demonstrate placing and counting the sticks as placed in the box. Follow the order as the sticks are numbered--#1 Purple, #2 Orange, #3 Yellow, #4 Red, #5 Blue and #6 Green.
   2. Allow each child to count in unison as the instructor places the sticks in the box.
   3. When a child has responded correctly (IV, 2), provide opportunity for the child to count in unison with the instructor as the child places the sticks in the box. This is to be done to the slow rhythm of the metronome.
      a. When the child responds correctly, reinforce with praise and a chip.
      b. If a child appears to fail because of not cooperating provide another child with opportunity to respond.

Lesson Plan - Low Level
Lesson #135 Date:__________________

Purpose: (1) Identification of colors--purple, blue, yellow, orange, red and green.
(2) Matching objects according to color.
(3) Improved speech patterns through rhythm counting.

Materials: LADOCA Jumping Peg Set; PLDK #1 Color Cards--Purple D-7, Blue D-2, Yellow D-10, Orange D-6, Red D-8, Green D-4; Metronome; Box; Materials for reinforcement.

I. Activity Time
1. Demonstrate "Peggy" jumping over each color stick--purple, blue, yellow, orange, red, and green. During demonstration say, "PEGGY IS GOING TO JUMP OVER THE (COLOR) STICK." "PEGGY JUMPED OVER THE (COLOR) STICK."
2. Show two sticks, say, "(NAME OF CHILD), DO YOU WANT A (COLOR) OR (COLOR) STICK FOR PEGGY TO JUMP?"
   a. For a correct response of names of one or both colors, reinforce with an opportunity to jump Peggy over the stick(s).
   b. For an incorrect response, provide opportunity for another child to respond.
3. For those children who know colors, their selection should be from the six colors.
4. In cases where a child will ask for only one color, remove that color, so as to necessitate a selection from less familiar colors.
5. A child may select more than one stick by naming the color of the sticks, thus increasing the challenge for the task of jumping.
6. As a child engages in the jumping of Peggy, say, "PEGGY IS GOING TO JUMP OVER THE (COLOR) STICK." "PEGGY JUMPED OVER THE (COLOR) STICK." Work toward responses of these sentences through unison responses; also by asking questions of what is Peggy going to do and what did Peggy do. For correct responses, reinforce with a chip.

II. Matching Time
1. Place the color cards (Purple, blue, yellow, orange, red, and green) on the chalkboard.
2. Select a color stick with the (color) card. Then place the stick beside the matching color card.
3. Leave the cards displayed on the chalkboard, collect the sticks. Hand a color stick to a child, say, "MATCH THE COLORS, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, after the child is seated, make correction.

4. Following a correct matching (II, 3), show a matching color chip, say, "FOR THIS (COLOR) CHIP, WHAT COLOR IS THE STICK AND CARD?"
    a. For a correct response, reinforce with the chip.
    b. For an incorrect response, say, "I KEEP THE (COLOR) CHIP BECAUSE THAT IS A (COLOR) STICK AND CARD."

III. Vocabulary Building Time
1. Name the color as the six sticks are placed on the chalkboard.
2. Present a color card, say, "GIVE ME THE (COLOR) STICK, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip, praise and directing attention to the matching color of the stick and card.
    b. For an incorrect response, make correction by directing the child to find the matching colors. When response is correct, reinforce with praise, but no chip.

IV. Rhythm Time
1. Using a slow rhythm of the metronome, color-sticks, and box, demonstrate placing and counting the sticks as placed in the box. Follow the order of the numbered sticks (Purple 1, Orange 2, Yellow 3, Red 4, Blue 5, and Green 6.
2. As the instructor places the sticks in the box, provide each child opportunity to count in unison.
3. When a child responds correctly (IV, 2), provide opportunity for the child to count in unison, as the child places the sticks in the box. Do this to the slow rhythm of the metronome.
    a. For a correct response, reinforce with praise and a chip.
    b. If a child appears to fail because of not cooperating, provide another child with opportunity to respond.
    c. If failure appears to be because of difficulty of the task, provide help.

Lesson Plan - Low Level
Lesson #136 Date:____________________

Purpose: (1) Identification of size relation (long and short)
(2) Identification of colors
Materials: LADOCA Versatile Sticks (1 twelve inch stick, pairs of 10-inch, 8-inch, 6-inch, 4-inch, and 2-inch sticks); Materials for reinforcement; Metronome.

I. Story Time

1. Say, "I AM GOING TO TELL YOU A STORY. THIS STORY IS ABOUT SOME STICKS." As telling about a stick, show the stick. "HERE IS A LONG BLACK STICK. IT IS THE LONGEST STICK. HERE ARE TWO BLUE STICKS. THE BLUE STICK IS ALMOST AS LONG AS THE BLACK STICK." (Place the black stick upright on the chalkboard, then one blue stick on either side, then as the story continues place each pair of sticks on either side.) "HERE ARE TWO RED STICKS. THE RED STICKS ARE NOT AS LONG AS THE BLUE STICKS. HERE ARE TWO GREEN STICKS. THE GREEN STICKS ARE NOT AS LONG AS THE RED STICKS. HERE ARE TWO YELLOW STICKS. THE YELLOW STICKS ARE NOT AS LONG AS THE GREEN STICKS. HERE ARE TWO PEACH STICKS. THE PEACH STICKS ARE NOT AS LONG AS THE YELLOW STICKS. LOOK, WHEN STICKS ARE NOT AS LONG AS OTHER STICKS, WE HAVE SOMETHING THAT LOOKS LIKE STEPS. THE STEPS GO UP ONE SIDE, THEN THE STEPS GO DOWN ON THE OTHER SIDE."

   "LOOK HOW WE CAN PUT TWO STICKS TOGETHER AND MAKE THEM LONG LIKE THE LONG BLACK STICK. PUT THE SHORT PEACH STICKS WITH THE LONG BLUE STICKS. PUT THE SHORT YELLOW STICKS WITH THE LONG RED STICKS. PUT THE TWO GREEN STICKS TOGETHER. SO, WE CAN PUT TWO SHORT STICKS TOGETHER AND THE TWO SHORT STICKS WILL BE AS LONG AS THE LONG BLACK STICK."

   "NOW WOULD ONE OF YOU PUT THE STICKS TOGETHER TO MAKE STEPS?"
2. Give everyone opportunity to arrange the sticks. Place the black stick on the chalkboard. The sticks may be handed to the child in order.
3. As the sticks are arranged, ask questions or talk about the color and length of the sticks.
   a. For each correct response, reinforce with a chip.
   b. Correct incorrect responses.
4. A time limit of one minute might be used to prevent a child from monopolizing the activity.

II. Listen and Find Time

A. Recognition
   1. Place one yellow and one black stick upright on the chalk ledge, say, "HERE IS A YELLOW STICK. HERE IS A BLACK STICK. THE YELLOW STICK IS NOT AS LONG AS THE BLACK STICK. THE BLACK STICK IS LONGER THAN THE YELLOW STICK."
   2. With the yellow and black sticks on the chalkboard, say, "GIVE ME THE LONG BLACK STICK, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, say, "THIS IS THE (LENGTH) (COLOR) STICK, GIVE ME THE (LENGTH) (COLOR) STICK." Reinforce with praise, no chip.

3. Provide each child with an opportunity to select the long black stick and the short yellow stick.

B. Expression

1. Following a correct response (A, 2 or 3), say, "TELL ME ABOUT THIS STICK." When necessary ask specific questions, such as, "IS THE COLOR OF THIS STICK BLACK OR YELLOW?" "IS THIS THE LONG OR SHORT STICK?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

III. Activity (Make One) Time

1. Demonstrate placing the sticks in ascending order beginning with the peach through the blue color sticks. Omit the black stick.
2. Give a child the other 5 sticks, say, "MAKE STEPS LIKE MINE WITH YOUR STICKS."
   a. For each stick in the proper order, reinforce with a chip.
   b. For an incorrect response, make correction.

IV. Rhythm Time

1. While the metronome is in motion, hold a stick, say, "THIS IS A (COLOR) STICK."
2. Give the stick to a child, say, "THIS IS A (COLOR) STICK." Now say the sentence about the stick to beat of the metronome.
   a. For a correct response, reinforce with a chip.
   b. Assist in correcting incorrect response. Praise when successful, but no chip.

Lesson Plan - Low Level
Lesson #137 Date:____________________

Purpose: (1) Identification of size relation (long and short)
(2) Identification of colors (black, blue, red, green, yellow, peach)

Materials: LADOCA Versatile Sticks (see L. #136); Materials for reinforcement; Metronome

I. Describing Time

1. Place the versatile sticks on a table, Story Time, Lesson #136, may be repeated to those classes which fail to respond when requested to describe the sticks.
2. Say, "SHOW AND TELL ABOUT THE STICKS, (NAME OF CHILD)."
   a. For each correct response, reinforce with a chip.
   b. Encourage responses with "TELL MORE ABOUT THE STICKS", or questions concerning the color, length, and different arrangements of the sticks.

II. Listen and Find Time

A. Recognition

1. Place one green and one black stick upright on the chalk ledge, say, "HERE IS A GREEN STICK. HERE IS A BLACK STICK. THE GREEN STICK IS SHORTER THAN THE BLACK STICK. THE BLACK STICK IS LONGER THAN THE GREEN STICK."

2. With the green and black sticks on the chalkboard, say, "GIVE ME THE LONG BLACK STICK, (NAME OF CHILD)."

a. For a correct response, reinforce with a chip.

b. For an incorrect response, say, "THIS IS THE (LENGTH) (COLOR) STICK, GIVE ME THE (LENGTH) (COLOR) STICK." Reinforce with praise, no chip.

3. Provide each child with an opportunity to select the long black stick and the short green stick.

B. Expression

1. Following a correct response (A, 2 or 3), say, "TELL ME ABOUT THIS STICK." When necessary ask specific questions concerning color and length.

2. For a correct response, reinforce with a chip.

3. For an incorrect response, make correction.

III. Activity (Make One) Time

1. Demonstrate placing the sticks in ascending order beginning with the peach through the blue color sticks. Omit the black stick.

2. Give a child the other 5 sticks, say, "MAKE STEPS LIKE MINE WITH YOUR STICKS."

a. For each stick in the proper order, reinforce with a chip.

b. For an incorrect response, make correction.

IV. Rhythm Time

1. To the rhythm of the metronome, while holding a stick, say, "THIS IS A (COLOR) STICK."

2. Give the stick to a child, say, "THIS IS A (COLOR) STICK. NOW SAY THE SENTENCE ABOUT THE STICK TO THE BEAT OF THE METRONOME."

a. For a correct response, reinforce with a chip.

b. Assist in correcting incorrect response. Praise when successful, but no chip.

Lesson Plan - Low Level
Lesson #138 Date:________________

Purpose: (1) Identification of size relation (long and short)
(2) Identification of colors (black, blue, red, green, yellow, peach)

Materials: LADOCA Versatile Sticks (see L. #136); Materials for reinforcement; Metronome.

I. Describing Time

1. Place the Versatile Sticks on a table. Story Time, Lesson #136, may be repeated to those classes which fail to respond when requested to describe the sticks.
2. Say, "SHOW AND TELL ABOUT THE STICKS, (NAME OF CHILD)."
    - a. For each correct response, reinforce with a chip.
    - b. Encourage responses with "TELL MORE ABOUT THE STICKS", or questions concerning the color, length, and different arrangements of the sticks.

II. Listen and Find Time

A. Recognition

1. Place one yellow and one blue stick upright on the chalk ledge, say, "HERE IS A YELLOW STICK. HERE IS A BLUE STICK. THE YELLOW STICK IS SHORTER THAN THE BLUE STICK. THE BLUE STICK IS LONGER THAN THE YELLOW STICK."
2. With the blue and yellow sticks on the chalk ledge, say, "GIVE ME THE SHORT YELLOW (OR LONG BLUE) STICK (NAME OF CHILD)."
    - a. For a correct response, reinforce with a chip.
    - b. For an incorrect response, say, "THIS IS THE (LENGTH) (COLOR) STICK, GIVE ME THE (LENGTH) (COLOR) STICK." Reinforce with praise, no chip.

B. Expression

1. Following a correct response (A, 2), say, "TELL ME ABOUT THIS STICK." When necessary, ask specific questions concerning color and length.
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

III. Activity Time

1. Demonstrate placing the sticks in ascending order beginning with the peach through the blue color sticks. Omit the black stick.
2. Give a child the other 5 sticks, say, "MAKE STEPS LIKE MINE WITH YOUR STICKS."
    - a. For each stick in the proper order, reinforce with a chip.
    - b. For an incorrect response, make correction.

IV. Rhythm Time

1. To the rhythm of the metronome, while holding a red and yellow stick, say, "THIS IS A SHORT YELLOW STICK AND THIS IS A LONG RED STICK."
2. Give a child a red and yellow stick, keep a red and yellow stick, encourage the child to say the sentence (IV, 1) in unison to the rhythm of the metronome.
    - a. For a correct response, reinforce with a chip.
    - b. Assist in correcting incorrect response. Praise when successful, but no chip.

Lesson Plan - Low Level
Lesson #139 Date:________________

Purpose: (1) Identification of size relation (Long and short)
(2) Identification of like colors
(3) Counting to rhythm
(4) Puzzle completion

Materials: LADOCA Versatile Sticks (see L. #136); Materials for reinforcement; Metronome; DLM Animal Puzzle of a dog.

I. Listen and Find Time
   A. Recognition
      1. Place one peach and one blue stick upright on the chalk ledge, say, "HERE IS A PEACH STICK. HERE IS A BLUE STICK. THE PEACH STICK IS SHORTER THAN THE BLUE STICK. THE BLUE STICK IS LONGER THAN THE PEACH STICK."
      2. With the peach and blue sticks on the chalk ledge, say, "GIVE ME THE SHORT (OR LONG) STICK, (NAME OF CHILD)."
         a. For a correct response, reinforce with a chip.
         b. For an incorrect response, say, "THIS IS THE (LENGTH) STICK, GIVE ME THE (LENGTH) STICK." Reinforce with praise, no chip.
   B. Expression
      1. Following a correct response (A, 2), say, "TELL ME ABOUT THIS STICK." When necessary ask specific questions concerning color and length.
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

II. Matching Time
   1. Place two matching color sticks and (other than black) another stick on the chalk ledge. Show a stick which matches the odd stick, say, "GIVE ME A STICK LIKE THIS, (NAME OF CHILD)." Example: Place two green sticks and a yellow stick on the chalk ledge, then hold up the other yellow stick and ask for one like it.
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction.

III. Rhythm Time
   1. Place ten sticks on the chalk ledge. Demonstrate pointing and counting the sticks to the rhythm of the metronome.
   2. Say, "COUNT THE STICKS, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, assist in unison counting.

IV. Puzzle Time

1. Demonstrate putting the dog puzzle (DLM) together. Name the body parts (ears, head, body, front legs, and hind legs) as the puzzle is put together.
2. Encourage the children to look at the picture of the dog.
3. Place the body of the dog on the table, as you hand a part of the dog (example: the head), say, "(NAME OF CHILD), PUT THE DOG'S (BODY PART) ON THE BODY."
    - a. For a correct response, reinforce with a chip.
    - b. For an incorrect response, assist in unison counting.
4. In those instances where children experience much difficulty, put all of the picture together, except the head, then ask a child to complete the picture. Other parts of the picture may be omitted, such as an ear, or a leg, in order that a child may complete the picture.

Lesson Plan - Low Level
Lesson #140 Date:____________________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Counting to rhythm.
(3) Visual memory, identity of missing object.

Materials: LADOCA Versatile Sticks (see L. #136); DLM Dog Puzzle; Materials for reinforcement; Metronome.

I. Puzzle Time

1. Demonstrate putting the DLM dog-puzzle together. While assemblying the puzzle, name the body parts.
2. Put several parts of the dog together. (Example: The body, ears, and one front leg). Give the remaining parts to a child to complete the picture.
    - a. For each body part correctly placed, reinforce with a chip.
    - b. For an incorrect response, make correction.
3. For those children who have no difficulty with the task (I, 2), increase the task to all or almost all of the puzzle to be assembled; also to naming the parts (head, ears, body, front legs and hind legs).

II. Rhythm Time

1. Place ten sticks on the chalk ledge. Demonstrate pointing to and counting the sticks to the rhythm of the metronome.
2. Say, "COUNT THE STICKS, (NAME OF CHILD)."
    - a. For a correct response, reinforce with a chip.
    - b. For an incorrect response, assist with unison counting.

III. Listen and Find Time
   A. Recognition
      1. Place one black and one blue stick upright on the chalk ledge, say, "HERE IS A BLACK STICK. HERE IS A BLUE STICK. THE BLUE STICK IS SHORTER THAN THE BLACK STICK. THE BLACK STICK IS LONGER THAN THE BLUE STICK."
      2. With the black stick and the blue sticks on the chalk ledge, say, "GIVE ME THE SHORT (LONG) STICK, (NAME OF CHILD)."
         a. For a correct response, reinforce with a chip.
         b. For an incorrect response, say, "THIS IS THE (LENGTH) STICK, GIVE ME THE (LENGTH) STICK." Reinforce with praise, no chip.
   B. Expression
      1. Following a correct response (A, 2), say, "TELL ME ABOUT THIS STICK." When necessary, ask specific questions concerning color and length.
      2. For each correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

IV. Thinking Time
   1. Construct the stair-step arrangement of one-half of Versatile Sticks (peach, yellow, green, red, and blue; omit the black) on the upper level of the chalk ledge. Place the other matching half of the sticks on the lower level, immediately below the other matching group of sticks. Leave space between each stick to enable manipulation of the sticks.
   2. Demonstrate removing one stick from one of the groups. Show that by looking at one group and comparing with the other group of sticks the missing stick can be identified.
   3. While the children's eyes are closed, remove one stick, say, "LOOK, I HAVE HIDDEN A STICK FROM THIS PLACE." (Point to space.) "THE STICK WAS LIKE THIS STICK." (Point to matching stick.) "WHAT STICK DID I HIDE, (NAME OF CHILD)?"
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, say, "IT WAS A STICK LIKE THIS." (Point to matching stick.) "WHAT COLOR IS THIS STICK?" For correct response, reinforce with praise. For incorrect response, make correction.

Lesson Plan - Low Level
Lesson #141

Date:_______________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Rhythm counting.
(3) Identification of size relation (long and short).

Materials: LADCCA Versatile Sticks (see L. #136); DLM Rooster Puzzle; Materials for reinforcement; Metronome.

I. Puzzle Time
   1. Demonstrate putting the DLM rooster puzzle together. While assembling the puzzle, name the body parts and the colors.
   2. Put several parts of the picture together. (Example: all parts but the tail and/or the face.) Give the remaining parts to a child to complete the picture.
      a. For each part completed correctly, reinforce with a chip.
      b. For an incorrect response, assist with making correction.
   3. For those children who have no difficulty with the task (I, 2), increase the task to all or almost all of assembling the puzzle; also naming the parts (legs, body, tail, face, top of head or comb).

II. Matching Time
   1. Demonstrate matching the versatile sticks as to color. Use two levels of the chalk ledge, one for each matching pair of colors.
   2. Place one blue on the upper level and one yellow stick on the lower level of the chalk ledge.
   3. Give two sticks (blue and yellow) to a child, say, "PUT THE STICKS OF THE SAME COLOR TOGETHER, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise and a chip.
      b. For an incorrect response, make correction.

III. Rhythm Time
   1. Place ten sticks on the chalk ledge. To the rhythm of the metronome, demonstrate pointing to and counting the sticks.
   2. Say, "COUNT THE STICKS, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.

IV. Listen and Find Time
   A. Recognition
      1. Using one black and one blue stick, turn the color sides away from the children's vision, stand the two sticks upright. Say, "THIS IS A LONG STICK. THIS IS A SHORT STICK."
      2. Say, "GIVE ME THE LONG (OR SHORT) STICK, (NAME OF CHILD)."
         a. For a correct response, reinforce with a chip.
         b. For an incorrect response, make correction.

B. Expression
  1. Following a correct response (A, 2) say, "TELL ME ABOUT THIS STICK." When necessary ask specific questions concerning length and color.
  2. For each correct response, reinforce with a chip.
  3. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #142 Date:__________________

Purpose: (1) Puzzle completion and identificationof animal body parts.
(2) Identification of size relation (long and short).
(3) Rhythm counting.

Materials: DLM Rooster Puzzle; LADOCA Versatile Sticks (see L. #136); Materials for reinforcement; Metronome.

I. Puzzle Time
  1. Demonstrate putting the DLM rooster together. While assemblying the puzzle, name the body parts and colors.
  2. Put several parts of the puzzle together. (Example: All parts but the face and feet). Give the remaining parts to a child to complete the picture.
    a. For each part completed correctly, reinforce with a chip.
    b. For an incorrect response, assist with making correction.
  3. For those children who have no difficulty with the task (I, 2), increase the task to all or almost all of assemblying the puzzle; also naming the parts (legs, body, tail, face, top of head or comb).

II. Matching Time
  1. Demonstrate matching the versatile sticks as to length. Use the blue and yellow sticks; however, show the unpainted sides of the sticks. Place each matching pair of sticks on different levels.
  2. Place one short stick on one level and one long stick on another level of the chalk ledge.
  3. Give two sticks (blue and yellow) to a child, say, "PUT THE STICKS OF THE SAME LENGTH TOGETHER (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.

III. Rhythm Time
  1. Assemble the DLM Rooster Puzzle in such a way that the picture is visible to the class, perhaps in the lid of the box.
  2. To the rhythm of the metronome, say, "THIS ROOSTER IS STANDING ON A POST." Point to the rooster and to the post while saying the sentence.

3. Encourage each child to do as demonstrated (III, 2).
  a. For a correct response, reinforce with a chip.
  b. For an incorrect response, assist with a unison response.

IV. Listen and Find Time
  A. Recognition
    1. Using a yellow and a blue stick, with the unpainted sides visible, say, "THIS IS A LONG STICK. THIS IS A SHORT STICK."
    2. Say, "GIVE ME THE LONG (OR SHORT) STICK, (NAME OF CHILD."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.
  B. Expression
    1. Following a correct response (A, 2), say, "TELL ME ABOUT THIS STICK." When necessary ask specific questions concerning length and color.
    2. For each correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #143 Date:________________

Purpose: (1) Identification of action and those involved in the action. (baker, teacher, truck driver, carpenter, painter)
(2) Pantomime action of baker, teacher, truck driver, carpenter and painter.
Materials: PLDK #1, Cards--Baker (A-1), Teacher (A-17), Truck Driver (A-18), Carpenter (A-19), Painter (A-24); Metronome; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. As the pictures are placed on the chalk ledge identify as: baker, teacher, truck driver, carpenter, and painter.
    2. Encourage each child to say in unison: "THIS IS A (NAME OF OCCUPATION)."
    3. Say, "GIVE ME THE (NAME OF OCCUPATION), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction.
  B. Expression
    1. Following a correct response (A-2), say, "WHO IS THIS MAN (OR WOMAN)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time (Rhythm)
  1. Demonstrate marching to the rhythm of the metronome.

2. Provide each child with an opportunity to march with the instructor to the rhythm of the metronome.
3. Begin the metronome, say, "MARCH (NAME OF CHILD)."
    a. For a good response, reinforce with a chip.
    b. For an incorrect response, provide another child opportunity.

III. Conversation Time
1. Using the Action Pictures:
    a. THIS MAN HAS BAKED A CAKE. HE IS A BAKER.
    b. THIS WOMAN IS TEACHING. SHE IS A TEACHER.
    c. THIS MAN IS DRIVING A TRUCK. HE IS A TRUCK DRIVER.
    d. THIS MAN IS HAMMERING A NAIL. HE IS A CARPENTER.
    e. THIS MAN IS PAINTING. HE IS A PAINTER.
2. Present an Action Picture to a child to complete the sentence, say:
    a. THIS MAN HAS BAKED A CAKE. HE IS A________. (Baker)
    b. THIS WOMAN IS TEACHING. SHE IS A________. (Teacher)
    c. THIS MAN IS DRIVING A TRUCK. HE IS A___________. (Truck Driver)
    d. THIS MAN IS HAMMERING A NAIL. HE IS A___________. (Carpenter)
    e. THIS MAN IS PAINTING. HE IS A_________. (Painter)
3. For a correct response, reinforce with a chip.
4. For an incorrect response, direct the question to another child.

IV. Activity Time (Pantomime)
1. Present and name one of the Activity Pictures. Demonstrate the action and say:
    a. THIS IS THE WAY THE BAKER, BAKES A CAKE.
    b. THIS IS THE WAY THE TEACHER, TEACHES.
    c. THIS IS THE WAY THE TRUCK DRIVER, DRIVES A TRUCK.
    d. THIS IS THE WAY THE CARPENTER, HAMMERS A NAIL.
    e. THIS IS THE WAY THE PAINTER, PAINTS A HOUSE.
2. Present an Activity Picture to a child, say, "SHOW HOW THE (PERSON), (ACTION), (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, request another child to demonstrate.

Lesson Plan - Low Level
Lesson #144

Date:______________________

Purpose: (1) Identification of action and those involved in the action, (baker, teacher, truck driver, carpenter, painter).
(2) Identification of occupation.
(3) Identification of location (below and beside).

Materials: PLDK #1, Cards - Baker (A-1), Teacher (A-17), Truck Driver (A-18), Carpenter (A-19), Painter (A-24); Materials for reinforcement.

I. Vocabulary Building Time

A. Recognition

1. As the pictures are placed on the chalk ledge identify as: baker, teacher, truck driver, carpenter, and painter.
2. Encourage each child to say in unison: "THIS IS A (NAME OF OCCUPATION)."
3. Say, "GIVE ME THE (NAME OF OCCUPATION), (NAME OF CHILD)."
    a. For a correct response, reinforce with praise.
    b. For an incorrect response, make correction.

B. Expression

1. Following a correct response (A-2), say, "WHO IS THIS MAN (OR WOMAN)?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Activity Time

1. Demonstrate marching to the rhythm of the metronome. With each step, say, "MARCH".
2. Provide each child with an opportunity to match with the instructor and to say, "MARCH" to the rhythm of the metronome.
3. Start the metronome, say, "WHILE YOU ARE MARCHING, SAY, 'MARCH', (NAME OF CHILD)."
    a. For a correct response (saying and marching), reinforce with two chips.
    b. For correct response, marching only, reinforce with one chip.

III. Conversation Time

Using the Action Pictures repeat, (III, Conversation Time, Lesson #144).

IV. Listen and Do Time

1. Name each Activity Card (Baker, teacher, truck driver, carpenter, painter) as placed on the chalk ledge.
2. Demonstrate while saying the following statements:
    a. PUT THE TRUCK DRIVER BELOW THE PAINTER.
    b. PUT THE BAKER BELOW THE CARPENTER.
    c. PUT THE PAINTER BELOW THE TEACHER.
    d. PUT THE TRUCK DRIVER BESIDE THE TEACHER.
    e. PUT THE BAKER BESIDE THE CARPENTER.
    f. PUT THE PAINTER BESIDE THE TEACHER.
3. Give the instructions (IV, 2) to different children in the class.
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #145 Date:________________________

Purpose: (1) Identification of actions (combing, dressing, eating, knitting, and watching).
(2) Puzzle completion and identification of animal body parts.
(3) Association of object with action. (Comb-combing, shirt-dressing, fork-eating, TV-watching).

Materials: PLDK Activity Cards A-2 through A-6, Comb H-5, Shirt C-6, Fork H-42, TV H-34; DLM Cow Puzzle; Metronome; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present and name Activity Cards, Combing hair (A-2), Dressing (A-3), Eating (A-4), Knitting (A-5), Watching TV (A-6).
    2. While pointing to the appropriate picture, say in unison the following sentences:
      a. THE GIRL IS COMBING HER HAIR.
      b. THE BOY IS DRESSING.
      c. THE BOY IS EATING.
      d. THE WOMAN IS KNITTING.
      e. THE CHILDREN (BOY AND GIRL) ARE WATCHING TV.
    3. Say, "GIVE ME A PICTURE OF (ACTION), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction.
  B. Expression
    1. Following a correct response (A, 3), say, "WHAT IS THIS (PERSON) DOING?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Puzzle Time
  1. Begin putting the cow puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" For a correct response, reinforce with a chip.
  2. For a child who probably can, allow him to assemble the cow puzzle. Make the task less difficult for a child with less ability.
  3. Encourage each child to name the parts of the body of the cow.
    a. For each correct response (assemblying and naming), reinforce with a chip.
    b. For an incorrect response, assist with correction.

III. Activity Time
  1. Present activity card (A-2), demonstrate combing hair.

2. To the rhythm of the metronome, say and pantomime, "COMBING HAIR".
3. Point to the picture (A-2) say, "DO AND SAY, COMBING HAIR."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, assist in making correction.

IV. Listen and Say Time
1. Say, "WE ARE GOING TO PLAY A GAME. WE ARE TO FIND THINGS WHICH GO TOGETHER. TELL WHAT IS NEEDED."
2. Present the cards together and say:
    a. (Combing, A-2, Comb H-5) "THE GIRL NEEDS THE COMB TO ________." (Comb hair)
    b. (Dressing A-3, Shirt C-6) "THE BOY NEEDS THE SHIRT TO __________." (Put on, or dress)
    c. (Eating A-4, Fork H-42) "THE BOY NEEDS THE FORK WHILE ________." (Eating)
    d. (Watching A-6, TV H-34) "THE CHILDREN NEED THE TELEVISION WHILE ___________ TV." (Watching)
3. Present each pair of cards to each child.
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #146 Date:__________________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Association of object with action. (Comb-combing, Shirt-dressing, Fork-eating, TV-watching)

Materials: PLDK Activity Cards, A-2 through A-6; Comb H-5; Shirt C-6, Fork, H-42, TV H-34; DLM Deer Puzzle; Materials for reinforcement.

I. Puzzle Time
1. Inform the class that a new puzzle will be used today. Begin with the legs, putting the deer puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.
2. Put several parts of the puzzle together. Or, for a child who can assemble all of the puzzle, provide that child with that opportunity. Give a child as many parts as the child can assemble comfortably.
    a. For each part completed, reinforce with a chip.
    b. For an incorrect response, assist with making correction.
    c. Provide opportunity for each child to name parts of the body by saying, "TELL ME ABOUT THE DEER", or by questions, such as "WHAT IS THIS PART OF THE DEER?"

For each correct response, reinforce with a chip.

II. Vocabulary Building Time
  A. Recognition
    1. Present and name Activity Cards, Combing Hair (A-2), Dressing (A-3), Eating (A-4), Knitting (A-5), Watching TV (A-6).
    2. While pointing to the appropriate picture, say in unison (with the class or each child) the following sentences:
      a. THE GIRL IS COMBING HER HAIR.
      b. THE BOY IS DRESSING.
      c. THE BOY IS EATING.
      d. THE WOMAN IS KNITTING.
      e. THE CHILDREN (BOY AND GIRL) ARE WATCHING TV.
    3. Say, "GIVE ME A PICTURE OF (ACTION), (NAME OF CHILD)."
      a. For a correct response, reinforce with praise.
      b. For an incorrect response, make correction.
  B. Expression
    1. Following a correct response (A, 3), say, "WHAT IS THIS PERSON DOING?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

III. Listen and Say Time
  1. Instruct the class that in this game the purpose is to name things which go together.
  2. Present the cards together and say:
    a. (Combing A-2, Comb H-5) "THE GIRL NEEDS THE COMB TO__________." (Comb hair)
    b. (Dressing A-3, Shirt C-6) "THE BOY NEEDS THE SHIRT TO__________." (Put on, or dress)
    c. (Eating A-4, Fork H-42) "THE BOY NEEDS THE FORK WHILE__________." (Eating)
    d. (Watching A-6, TV H-34) "THE CHILDREN NEED THE TELEVISION WHILE__________TV." (Watching)
  3. Present each pair of cards to each child.
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the question to another child.

IV. Listen and Do Time
  1. Instruct the class that in this game the purpose is to match pictures of things which go together.
  2. Place Activity Cards A-2, A-3, A-4, A-6, on the chalkboard.
  3. Present comb H-5, shirt C-6, Fork H-42, TV H-34, then show that if for example the comb is presented, Combing A-2 would be the correct card to bring; or for shirt C-6, dressing A-3 would be the correct card; or for fork H-42, eating A-4; or TV H-34, watching A-6, would be correct.

4. With the Activity Cards A-2, A-3, A-4, A-6 on the chalk ledge, present one of the object cards: shirt, fork, comb, or TV, say, "GIVE ME THE CARD THAT GOES WITH THIS, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #147 Date:____________________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Identification and matching geometric shapes (circle, square, and triangle)

Materials: PLDK (Level P) Magnetic Geometric Shapes: 2-large circles, 2 large squares, 2 large triangles; Materials for reinforcement; DLM Horse Puzzle; Large PLDK Case; Metronome.

I. Puzzle Time
1. Inform the class that a new puzzle will be used today. Begin with the feet and legs, putting the horse puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.
2. Put several parts of the picture together. (Example: Body, neck and legs). Give the remaining parts to a child to complete the picture.
    a. For each part completed correctly reinforce with a chip.
    b. For an incorrect response, assist with making correction.
3. For those children who have no difficulty with the task (I, 2), increase the task to all or almost all of assemblying the puzzle; also naming the parts (legs, tail, body, neck, ears, eyes, mouth and nose).

II. Matching Time
1. Use the brown side of the shapes. Use the large PLDK case for displaying the magnetic shapes. Demonstrate matching the magnetic geometric shapes as to shape only.
2. Place one each (circle, square, triangle) spaced apart on the case. Give a shape to a child, say, "PUT THE (GEOM. SHAPE) WITH THE (GEOM. SHAPE)."
    a. For a correct response, make correction.
    b. For an incorrect response, make correction.
3. Continue until each child has opportunity to match each shape.

III. Rhythm Time
  1. Hold the circle. To the rhythm of the metronome, say, "THIS IS A CIRCLE."
  2. Encourage each child to say the sentence in unison to the rhythm of the metronome.
  3. Follow the above procedure with the square and the triangle.
     a. For a correct response, reinforce with a chip.
     b. For an incorrect response, turn to another child.

IV. Vocabulary Building Time
  A. Recognition
     1. Name and place a square, a circle, and a triangle on the PLDK Case. Use the brown side of the shapes.
     2. Say, "GIVE ME THE (SHAPE), (NAME OF CHILD)."
        a. For a correct response, reinforce with a chip.
        b. For an incorrect response, make correction.
  B. Expression
     1. Following a correct response (A-2) say, "WHAT IS THIS?"
     2. For a correct response, reinforce with a chip.
     3. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #148 Date:____________________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Identification and matching geometric shapes. (circle, square, and triangle)

Materials: PLDK (Level P) Magnetic Geometric Shapes: 2 large circles, 2 large squares, 2 large triangles; Materials for reinforcement; DLM Horse Puzzle; Large PLDK case.

I. Puzzle Time
  1. Put several parts of the horse puzzle together. Give one of the remaining parts to a child to complete the picture.
     a. For a correct response, reinforce with a chip.
     b. For an incorrect response, assist with making the correction.
  2. For some children only one piece of the picture may be all that they can supply, while others may be able to complete all of the puzzle and name the parts of the body. Attempt to make the task challenging for each child.

II. Matching Time
  1. Use the brown side of the shapes. Use the large PLDK case for displaying the shapes. Demonstrate matching the geometric shapes as to shape only.

2. Space on the case one each of the shapes (circle, square, triangle). Give a shape to a child, say, "PUT THIS (GEOM. SHAPE) WITH ONE LIKE IT."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.
3. Continue this activity until each child has opportunity to make each shape.

III. Vocabulary Building Time
  A. Recognition
    1. Use the brown side of the shapes. Name and place a square, circle, and triangle on the PLDK case.
    2. Say, "GIVE ME THE (SHAPE), (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.
  B. Expression
    1. Following a correct response (A-2), say, "WHAT IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

IV. Activity Time
  1. Demonstrate tossing a magnetic shape so that it will adhere to the PLDK case.
  2. Hand a shape to a child, say, "TOSS THE (SHAPE) TO THE CASE, (NAME OF CHILD)." Allow each child three trials.
    a. For each time the shape adheres to the case, reinforce with a chip.
    b. For failures, assist the child.
  3. After each child has an opportunity tossing the shapes, present a circle and a triangle, say, "(NAME OF CHILD), DO YOU WANT THE CIRCLE OR THE TRIANGLE TO TOSS?"
    a. For a correct response of the name of names, reinforce with the shape(s). If the child responds with a sentence (Example: "I WANT THE CIRCLE."), reinforce with the shape and a chip.
    b. If an incorrect or no response, direct the question to another child.

Lesson Plan - Low Level
Lesson #149 Date:____________________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Identification and matching geometric shapes (circle, square, and triangle)

Materials: PLDK (Level P) Magnetic Geometric Shapes: 2 large circles, 2 large squares, 2 large triangles; DLM Cow Puzzle; Large PLDK Case; Materials for reinforcement.

I. Puzzle Time

1. Inform the class that a new puzzle will be used today. Begin with the legs, putting the cow puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct reinforce with a chip.
2. Put several parts of the picture together. (Example: Body and a leg). Give one of the remaining parts of the puzzle to a child for completing the pictures.
    a. For each part completed correctly, reinforce with a chip.
    b. For an incorrect response, assist with making correction.
3. For those children who have no difficulty with the task (I, 2), increase the task to all or almost all of assemblying the puzzle, also naming the parts (legs, tail, body, neck, head, nose, eyes and ears).

II. Matching Time
1. Use the brown side of the shapes. Use the large PLDK case for displaying the magnetic shapes. Demonstrate matching the shapes as to shape only.
2. Place one each (circle, square, tiangle) spaced on the case. Give a shape to a child, say, "PUT THIS (GEOM. SHAPE) BESIDE THE ONE LIKE IT."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.
3. Continue until each child has opportunity to match each shape.

III. Vocabulary Building Time
A. Recognition
    1. Use the brown side of the shapes. Name and place a square, circle and triangle on the PLDK case.
    2. Say, "GIVE ME THE (SHAPE), (NAME OF CHILD)."
        a. For a correct response, reinforce with praise.
        b. For an incorrect response, make correction.
B. Expression
    1. Following a correct response (A, 2), say, "WHAT IS THIS?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

IV. Activity Time
1. Demonstrate tossing a magnetic shape so that it adheres to the PLDK case.
2. Hand a shape to a child, say, "TOSS THIS (SHAPE) TO THE CASE, (NAME OF CHILD)." Allow each child three trials.
    a. For each time the shape adheres to the case, reinforce with a chip.
    b. For failures, assist the child.

3. After each child has an opportunity tossing the shapes, present a circle and square, say, "(NAME OF CHILD), DO YOU WANT THE CIRCLE OR THE SQUARE TO TOSS?"
   a. For a correct response of the name or names, reinforce with the shape(s). If the child responds with a sentence (Example: "I WANT THE SQUARE."), reinforce with the shape and a chip.
   b. If an incorrect or no response, direct the question to another child.

Lesson Plan - Low Level
Lesson #150 Date:__________________

Purpose: (1) Puzzle completion and identification of animal body parts.
(2) Association of object with action. (Comb-combing, shirt-dressing, fork-eating, TV-watching).

Materials: PLDK Activity Cards, A-2 through A-6, Comb, H-5; Shirt, C-6; Fork, H-42; TV, H-34: DLM Deer puzzle; Materials for reinforcement.

I. Puzzle Time
   1. Begin with the legs, putting the deer puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.
   2. For a child who can assemble all of the puzzle, provide that child with the opportunity. For a child unable to assemble all of the puzzle, assemble only as much as necessary for the child to assemble the puzzle. Give a child as many parts as can assemble comfortably.
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, assist with making correction.
      c. Provide opportunity for each child to name parts of the body by saying, "TELL ME ABOUT THE DEER," or by questions, such as "WHAT IS THIS PART OF THE DEER?" For each correct response, reinforce with a chip.

II. Vocabulary Building Time
   A. Recognition
      1. Present and name Activity Cards--Combing hair (A-2), Dressing (A-3), Eating (A-4), Knitting (A-5), Watching TV (A-6.

      2. While pointing to the appropriate picture, say in unison (with the class or each child) the following sentences:

         a. THE GIRL IS COMBING HER HAIR.
         b. THE BOY IS DRESSING.

c. THE BOY IS EATING.
d. THE WOMAN IS KNITTING.
e. THE CHILDREN (BOY AND GIRL) ARE WATCHING TV.
3. Say, "GIVE ME A PICTURE OF (ACTION), (NAME OF CHILD)."
a. For a correct response, reinforce with praise.
b. For an incorrect response, make correction.

B. Expression
1. Following a correct response (A, 3), say, "WHAT IS THIS PERSON DOING?" Encourage sentence responses.
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

III. Listen and Say Time
1. Instruct the class that in this game the purpose is to find things which go together.
2. Present the cards together and say:
a. (Combing A-2, Comb H-5) "THE GIRL NEEDS THE COMB TO ________.(COMB HAIR)
b. (Dressing A-3, Shirt C-6) "THE BOY NEEDS THE SHIRT TO ________.(PUT ON, OR DRESS)
c. (Eating A-4, For, H-42) "THE BOY NEEDS THE FORK WHILE ________. (EATING)
d. (Watching A-6, TV H-34) "THE CHILDREN NEED THE TELEVISION WHILE ________TV. (WATCHING)
3. Present each pair of cards to each child.
a. For a correct response, reinforce with a chip.
b. For an incorrect response, direct the question to another child.

IV. Listen and Do Time
1. Instruct the class that in this game the purpose is to find pictures of things which go together.
2. Place Activity Cards A-2, A-3, A-4, A-6, on the chalkboard.
3. Present one of the following cards and statements:
a. (Comb H-5) "BRING THE GIRL WHO WOULD NEED THE COMB, (NAME OF CHILD)."
b. (Shirt, C-6) "BRING THE BOY WHO WOULD NEED THE SHIRT, (NAME OF CHILD)."
c. (Fork, H-42) "BRING THE BOY WHO WOULD NEED THE FORK, (NAME OF CHILD)."
d. (TV, H-34) "BRING THE CHILDREN WHO WOULD NEED THE TV, (NAME OF CHILD)."
4. For a correct response, reinforce with a chip.
5. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #151 Date:________________

Purpose: (1) Identification and matching geometric shapes (circle, square, triangle).
(2) Puzzle completion and identification of animal body parts.

Materials: PLDK (Level P) Magnetic Geometric Shapes: 2 large circles, 2 large squares, 2 large triangles; DLM Squirrel Puzzle; Large PLDK Case; Materials for reinforcement.

I. Matching Time
   1. Use the brown side of the shapes. Use the large PLDK case for displaying the magnetic shapes. Demonstrate matching the shapes as to shape only.
   2. Space one each (circle, square, triangle) on the case. Give a shape to a child, say, "PUT THIS (GEOM. SHAPE) BESIDE THE ONE LIKE IT."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.
   3. Continue until each child has opportunity to match each shape.

II. Vocabulary Building Time
   A. Recognition
      1. Use the brown side of the shapes. Name and place a square, circle, and triangle on the PLDK case.
      2. Say, "GIVE ME THE (SHAPE), (NAME OF CHILD)."
         a. For a correct response, reinforce with praise.
         b. For an incorrect response, make correction.
   B. Expression
      1. Following a correct response (A, 2), say, "WHAT IS THIS?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

III. Activity Time
   1. Demonstrate tossing a magnetic shape so that it adheres to the PLDK case.
   2. Hand a shape to a child, say, "TOSS THIS (SHAPE) TO THE CASE, (NAME OF CHILD)." Allow each child three trials.
      a. For each time the shape adheres to the case, reinforce with a chip.
      b. For failures, assist the child.
   3. After each child has an opportunity tossing the shapes, present a circle and triangle, say, "(NAME OF CHILD), DO YOU WANT THE CIRCLE OR THE TRIANGLE TO TOSS?"
      a. For a correct response of the names or name, reinforce with the shape(s). If the child responds with a sentence (Example: "I WANT THE TRIANGLE"), reinforce with the shape and a chip.
      b. If an incorrect or no response, direct the question to another child.

IV. Puzzle Time
   1. Inform the class that a new puzzle will be used today. Begin with the legs and tail, putting the squirrel puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.

2. Put several parts of the picture together. (Example: Body and legs.) Give one of the remaining parts of the puzzle to a child for completing the picture.
    a. For each part completed, reinforce with a chip.
    b. For an incorrect response, assist with making correction.
3. For those children who have no difficulty with the task (IV, 2), increase the task to assemble as much of the puzzle as the child is capable. Also, request the child to name the parts of the body of the squirrel.
    a. For each part named, reinforce with a chip.
    b. For incorrect response, make correction.

Lesson Plan - Low Level
Lesson #152

Date:____________________

Purpose: (1) Association of object with action. (Mop-mopping floor; Bed-making bed; Setting table-plate and glass; Pencil-sharpening pencil; Chair-sitting and sewing).

(2) Puzzle completion and identification of animal body parts.

Materials: PLDK Activity Cards, A-7 through A-11; Mop H-11; Bed H-17; Glass H-43; Plate H-48; Pencils; Chair H-18; DLM Squirrel Puzzle; Materials for reinforcement; Pencil sharpener.

I. Puzzle Time
1. Begin with the legs and tail, putting the squirrel puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.
2. Provide each child opportunity to assemble as much of the puzzle as the child is capable.
    a. For each part completed, reinforce with a chip.
    b. For an incorrect response, assist with making correction.
3. Request each child to name the body parts of the squirrel.
    a. For each part named, reinforce with a chip.
    b. For an incorrect response, make correction.

II. Vocabulary Building Time
A. Recognition
1. Present and name Activity Cards - Making bed A-7; Mopping floor A-8, Setting table A-9, Sewing A-10, Sharpening pencil A-11.
2. While pointing to the appropriate picture, say in unison (with the class or each child) the following sentences:
    a. THE WOMAN IS MAKING THE BED.
    b. THE GIRL IS MOPPING THE FLOOR.

c. THE WOMAN IS SETTING THE TABLE.
d. THE GIRL IS SEWING CLOTHES.
e. THE BOY IS SHARPENING A PENCIL.
3. Say, "GIVE ME A PICTURE OF (ACTION), (NAME OF CHILD)."
a. For a correct response, reinforce with praise.
b. For an incorrect response, make correction.
B. Expression
1. Following a correct response (A, 3), say, "WHAT IS THIS PERSON DOING?" Encourage sentence responses.
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

III. Listen and Say Time
1. Instruct the class that in this game the purpose is to find things which go together.
2. Present the cards together and say:
a. (A-7 and H-17) "THE WOMAN NEEDS THE BED TO_______." (MAKE A BED)
b. (A-8 and H-11) "TO MOP THE FLOOR THE GIRL NEEDS A__________." (MOP)
c. (A-9 and H-3, H-18) "TO SET THE TABLE THE WOMAN NEEDS A______AND _____." (GLASS AND PLATE)
d. (A-10 and H-18) "WHILE SEWING THE GIRL SITS ON A __________." (CHAIR)
e. (A-11 and a pencil) "THE BOY IS SHARPENING A________." (PENCIL)
3. Present each pair of cards for each child to complete the sentence.
a. For a correct response, reinforce with a chip.
b. For an incorrect response, direct the question to another child.

IV. Listen and Do Time
1. Instruct the class that in this game the purpose is to find pictures of things which go together.
2. Place Activity Cards A-7 through A-11 on the chalkboard.
3. Present one of the following cards and statements:
a. (Bed H-17) "BRING THE WOMAN WHO WOULD NEED THE BED, (NAME OF CHILD)."
b. (Mop H-11) "BRING THE GIRL WHO WOULD NEED THE MOP, (NAME OF CHILD)."
c. (Glass H-43 or Plate H-48) "BRING THE WOMAN WHO WOULD NEED THE GLASS AND/OR PLATE, (NAME OF CHILD)."
d. (Chair H-18) "BRING THE GIRL WHO WOULD NEED THE CHAIR TO SIT IN WHILE SEWING, (NAME OF CHILD)."
e. (Pencil) "BRING THE BOY WHO WOULD NEED THE PENCIL FOR SHARPENING, (NAME OF CHILD)."
4. For a correct response, reinforce with a chip.
5. For an incorrect response, make correction.

V. Activity Time

1. While using the pencil sharpener, demonstrate sharpening a pencil; say, "I AM SHARPENING A PENCIL."
2. Show picture A-11, Sharpening pencil, say, "I WAS DOING WHAT THE BOY WAS DOING, SHARPENING A PENCIL."
3. Pantomime the use of the pencil sharpener, say, "THIS IS HOW YOU USE THE PENCIL SHARPENER." (Point to the pencil sharpener).
4. Say, "SHOW HOW TO USE THIS (NAME OF CHILD)." Allow each child about 5 turns of the pencil sharpener to limit use of pencils.
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, assist with making correction.

Lesson Plan - Low Level
Lesson #153 Date:____________________

Purpose: (1) Identification, matching, and comparing size of geometric shapes (circle, square, triangle).
(2) Puzzle completion and identification of animal body parts.

Materials: PLDK (Level P) Magnetic Geometric Shapes: 2 large circles, 2 small circles, 2 large squares, 2 small squares, 2 large triangles, 2 small triangles; Large PLDK case; materials for reinforcement; DLM Squirrel Puzzle.

I. Vocabulary Building Time
Use the brown side of the shapes. Use the large PLDK case for displaying the magnetic shapes.
   A. Recognition
      1. Name and place a large and small square on the PLDK case.
      2. Say, "GIVE ME THE (SIZE) SHAPE, (NAME OF CHILD)."
         a. For a correct response, reinforce with praise.
         b. For an incorrect response, make correction.
   B. Expression
      1. Following a correct response (A, 2) say, "WHAT IS THIS?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.
   C. Continue vocabulary building time using the large and small circle; also, the large and small triangle.

II. Activity Time
   1. Demonstrate tossing a magnetic shape so that it adheres to the PLDK case.
   2. Hand a shape to a child, say, "TOSS THIS (SHAPE) TO THE CASE, (NAME OF CHILD)." Allow each child three trials.
      a. For each time the shape adheres to the case, reinforce with a chip.
      b. For failures, assist the child.

3. After each child has an opportunity tossing the shapes, present a large circle and a small circle, say, "(NAME OF CHILD, DO YOU WANT THE LARGE CIRCLE OR THE SMALL CIRCLE?"
    a. For a correct response of the name, reinforce with the shape. If the child responds with a sentence (Example: "I want the large circle."), reinforce with the shape and a chip.
    b. If an incorrect or no response, direct the question to another child.

III. Matching Time
1. Use the brown side of the shapes. Use the large PLDK case for displaying the magnetic shapes. Demonstrate matching the shapes as to shape only.
2. Place the small pairs of magnetic shapes (circles, squares, triangles) on the table. Say, "PUT THE (GEOM. SHAPES) SIDE BY SIDE ON THE PLDK CASE, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.
3. Continue until each child has opportunity to assemble each pair.

IV. Puzzle Time
1. Begin with the legs and tail, putting the squirrel puzzle together. As each new piece is put into place, say, "WHO CAN GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.
2. Put the body of the squirrel on a table. Give a part of the puzzle to a child, say, "PUT THE (NAME OF BODY PART) IN PLACE, (NAME OF CHILD)."
    a. For each part completed, reinforce with a chip.
    b. For an incorrect response, assist with making correction.

Lesson Plan - Low Level
Lesson #154 Date:____________________

Purpose: (1) Association of object with action (Mop-mopping floor; Bed-making bed; Plate and glass-setting table; Pencil-sharpening pencil; Chair-sitting and sewing).
(2) Puzzle completion and identification of animal body parts.

Materials: PLDK Activity Cards, A-7 through A-11; Mop H-11; Bed H-17; Glass H-43; Plate H-48; Pencils; Chair H-18; DLM Cat Puzzle; Materials for reinforcement; Pencil Sharpener.

I. Puzzle Time

1. Inform the class that a new puzzle will be used today. Begin with the body and leg, putting the cat puzzle together. As each new piece is put into place, say, "CAN ANYONE GUESS WHAT THE PICTURE IS?" When a response is correct, reinforce with a chip.
2. Put several parts of the picture together. Give one of the remaining parts of the puzzle to a child for completing the picture.
    a. For each part completed, reinforce with a chip.
    b. For an incorrect response, assist with making correction.
3. For those children who have no difficulty with the task (IV, 2), increase the task to assemble as much of the puzzle as the child is capable. Also, request the child to name the parts of the body of the cat.
    a. For each part named, reinforce with a chip.
    b. For incorrect responses, make correction.

II. Vocabulary Building Time
    A. Recognition
        1. Present and name Activity Cards - Making bed A-7, Mopping floor A-8, Setting table A-9, Sewing A-10, Sharpening Pencil A-11.
        2. While pointing to the appropriate picture, say in unison (with the class or each child) the following sentences:
            a. THE WOMAN IS MAKING THE BED.
            b. THE GIRL IS MOPPING THE FLOOR.
            c. THE WOMAN IS SETTING THE TABLE.
            d. THE GIRL IS SEWING CLOTHES.
            e. THE BOY IS SHARPENING A PENCIL.
        3. Say, "GIVE ME A PICTURE OF (ACTION), (NAME OF CHILD)."
            a. For a correct response, reinforce with praise.
            b. For an incorrect response, make correction.
    B. Expression
        1. Following a correct response (A, 3), say, "WHAT IS THIS PERSON DOING?" Encourage sentence responses.
        2. For a correct response, reinforce with a chip.
        3. For an incorrect response, make correction.

III. Listen and Say Time
    1. Instruct the class that in this game the purpose is to find things which go together.
    2. Present the cards together and say:
        a. (A-17 and H-17) "TO MAKE THE BED, THE WOMAN NEEDS ________." (BED)
        b. (A-8 and H-11) "TO MOP THE FLOOR THE GIRL NEEDS A ________." (MOP)
        c. (A-9 and H-3, H-18) "TO SET THE TABLE THE WOMAN NEEDS A________AND________." (GLASS AND PLATE)

d. (A-10 and H-18) "WHILE SEWING THE GIRL SITS ON A __________." (CHAIR)
e. (A-11 and a pencil) "THE BOY IS SHARPENING A __________." (PENCIL)

3. Present each pair of cards for each child to complete the sentence.
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, direct the question to another child.

IV. Listen and Do Time

1. Instruct the class that in this game the purpose is to find pictures of things which go together.
2. Place Activity Cards A-7 through A-11 on the chalk board.
3. Present one of the following cards and statements:
   a. (Bed H-17) "BRING THE WOMAN WHO NEEDS THE BED, (NAME OF CHILD)."
   b. (Mop H-11) "BRING THE GIRL WHO WOULD NEED THE MOP, (NAME OF CHILD)."
   c. (Glass H-43 and/or Plate H-48) "BRING THE WOMAN WHO WOULD NEED THE GLASS AND/OR PLATE, (NAME OF CHILD)."
   d. (Chair H-18) "BRING THE GIRL WHO WOULD NEED THE CHAIR TO SIT IN WHILE SEWING, (NAME OF CHILD)."
   e. (Pencil) "BRING THE BOY WHO WOULD NEED THE PENCIL FOR SHARPENING, (NAME OF CHILD)."
4. For a correct response, reinforce with a chip.
5. For an incorrect response, make correction.

V. Activity Time (Pantomime)

1. While using the pencil sharpener, demonstrate sharpening a pencil, say, "I AM SHARPENING A PENCIL."
2. Show picture A-11, Sharpening pencil, say, "I WAS DOING WHAT THE BOY WAS DOING, SHARPENING A PENCIL."
3. Point to the pencil sharpener, pantomime the use of the pencil sharpener. Say, "THIS IS HOW YOU USE THE PENCIL SHARPENER."
4. Point to the pencil sharpener, say, "SHOW HOW TO USE THIS." The child is to pantomime, placing a pencil in the sharpener and turn the sharpener.
   a. For a correct pantomime response, reinforce with a chip and an opportunity to sharpen a pencil. Limit the sharpening to five turns.
   b. For an incorrect response, assist with making correction.

Lesson Plan - Low Level
Lesson #155 Date:__________________

Purpose: (1) Identification, matching, and comparing size of geometric shapes (Circle, Square, Triangle, line).
(2) Identification of plural and singular upon command.

Materials: PLDK (Level P) Magnetic Geometric Shapes: 2 large circles, 2 small circles, 2 large squares, 2 small squares, 2 large triangles, 2 small triangles, 2 narrow strips long length; chalk board; chalk; Materials for reinforcement; PLDK Case.

I. Vocabulary Building Time

Use the brown side of the shapes. Use the large PLDK case for displaying the magnetic shapes.

- A. Recognition
  - 1. Name and place a large and small circle on the PLDK case.
  - 2. Say, "GIVE ME THE (SIZE) SHAPE, (NAME OF CHILD)."
    - a. For a correct response, reinforce with praise.
    - b. For an incorrect response, make correction.
- B. Expression
  - 1. Following a correct response, (A, 2), say, "WHAT IS THIS?"
  - 2. For a correct response, reinforce with a chip.
  - 3. For an incorrect response, make correction.
- C. Continue vocabulary building time using the large and small square; also the large and small triangle.

II. Activity Time

- 1. Using a magnetic narrow strip long length, demonstrate drawing a line on the chalk board, say, "I AM DRAWING A LINE."
- 2. Assist each child as much as needed in drawing a line on the chalk board. One child might need assistance with holding the strip. Another child may need assistance holding the strip and guidance of the chalk.
- 3. Fade your assistance so each child does most of the drawing himself.
- 4. As a child draws a line, say, "WHAT ARE YOU DOING, (NAME OF CHILD)?"
  - a. For a response of "I AM DRAWING A LINE", OR "DRAWING LINE" OR "DRAWING", reinforce with a chip.
  - b. For an incorrect response, encourage a unison response.

III. Plural Activities

- 1. Use two large circles, show and say, "HERE ARE TWO CIRCLES". "HERE IS ONE CIRCLE."
- 2. Remind the class that when they hear "TWO CIRCLES" they should bring both circles, but when they hear "ONE CIRCLE" bring one and leave one. Demonstrate as you explain how they should respond.
- 3. Place one circle on a surface, say, "BRING ONE CIRCLE, (NAME OF CHILD)."
  - a. When the child has responded say, "WHAT IS THIS?" Encourage sentence responses.

    b. For a correct response, within the capability of the child, reinforce with a chip.
    c. For an incorrect response, encourage a correct unison response.
4. Place two circles on a surface, say, "BRING TWO CIRCLES, (NAME OF CHILD)."
    a. When the child has responded say, "WHAT ARE THESE?"
    b. For a correct response, within the capability of the child, reinforce with a chip.
    c. For an incorrect response, encourage a correct unison response.

Lesson Plan - Low Level
Lesson #156 Date:____________________

Purpose: (1) Identification of action (shoe shining, sweeping, bathing, telephoning, washing dishes).
(2) Pantomime action to a rhythmic beat.
(3) Describing a picture.
Materials: PLDK #1 Cards - A-12 through A-16; Materials for reinforcement; Metronome.

I. Vocabulary Building Time
  A. Recognition
    1. As the pictures A-12 through A-16 are placed on the chalk ledge, identify as: Shining shoes, sweeping the floor, bathing, telephoning, washing dishes.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Request a child to point to a picture. Say in the following manner:
        a. POINT TO SHINING, (NAME OF CHILD).
        b. POINT TO SWEEPING, (NAME OF CHILD).
        c. POINT TO BATHING, (NAME OF CHILD).
        d. POINT TO TELEPHONING, (NAME OF CHILD).
        e. POINT TO WASHING, (NAME OF CHILD).
    4. For an incorrect response, after the child is seated, hold up the picture, to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated hold the card in front of the child, also visible to the other children, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time (Rhythm)
  1. Present the boy shining shoes, (A-12), explain that in this activity, pretend to hold a shoe with one hand

while using the brush to shine the shoe with the other to the rhythm of the metronome.

2. Say, "DO AS THE BOY IS DOING IN THE PICTURE, (NAME OF CHILD)."
    - a. For a correct response, reinforce with a chip.
    - b. For an incorrect response, assist in making correction.

III. Conversation Time (Describing)
- A. Shining Shoes
    - 1. While seated in front of the children, describe picture A-12, as follows:
        - a. THE BOY IS SITTING ON A CHAIR.
        - b. HE IS SHINING HIS SHOE.
        - c. THE BOY HAS TWO SOCKS.
        - d. THE BOY HAS TWO WHITE SOCKS.
        - e. THE BOY HAS A RED SHIRT.
        - f. THE BOY HAS GREEN SHORTS.
    - 2. Say, "TELL ME ABOUT THIS PICTURE, (NAME OF CHILD)."
        - a. For each correct response, reinforce with a chip.
        - b. Encourage additional responses with questions.
- B. Sweeping the Floor
    - 1. Repeat the same procedure as (III, A) with the following descriptions:
        - a. THE GIRL IS SWEEPING THE FLOOR.
        - b. THE GIRL HAS ON A BLUE DRESS.
        - c. THE GIRL HAS ON WHITE SOCKS.
        - d. THE GIRL HAS ON BLACK SHOES.
        - e. THE BROOM HAS A LONG HANDLE.
        - f. THE GIRL HAS BROWN HAIR.
        - g. THE GIRL HAS ON AN APRON.
    - 2. Say, "TELL ME ABOUT THIS PICTURE, (NAME OF CHILD)."
        - a. For each correct response, reinforce with a chip.
        - b. Encourage additional responses with questions.

Lesson Plan - Low Level
Lesson #157 Date:____________________

Purpose: (1) Identification of action (shining, sweeping, bathing, telephoning, washing).
(2) Describing a picture.
(3) Recall of arrangement of a series of pictures.

Materials: PLDK #1 Cards - A-12 through A-16; Materials for reinforcement.

I. Vocabulary Building Time
- A. Recognition
    - 1. As pictures A-12 through A-16 are placed on the chalk ledge, identify as: Shining shoes, sweeping the floor, bathing, telephoning, washing dishes.

2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
3. Say:
    a. POINT TO SHINING, (NAME OF CHILD).
    b. POINT TO SWEEPING, (NAME OF CHILD).
    c. POINT TO BATHING, (NAME OF CHILD).
    d. POINT TO TELEPHONING, (NAME OF CHILD).
    e. POINT TO WASHING, (NAME OF CHILD).
4. For an incorrect response, after the child is seated hold up the picture, to which the child pointed, say, "THIS IS NOT (ACTIVITY) THIS IS (ACTIVITY)."
5. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A-3), after the child is seated hold the card in front of the child, also visible to the other children, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Activity Time (Memory)
1. Place the five pictures A-12 through A-16 on the chalk ledge.
2. Instruct the class to watch while a picture is removed.
3. Give the removed picture to a child, say, "PUT THE PICTURE WHERE IT WAS, (NAME OF CHILD)."
4. Increase the task to include two, three, four or all five pictures, depending upon the child's ability.
    a. For each picture correctly replaced, reinforce with a chip.
    b. Assist in correcting, incorrect responses.

III. Conversation Time (Describing)
A. Bathing
1. While seated in front of the children, describe picture A-14, as follows:
    a. THIS IS A BABY BATHING.
    b. THE BABY IS SITTING IN THE WATER.
    c. THE BABY IS HOLDING THE SOAP.
    d. THE BABY HAS SOAP ON HIS SHOULDER.
2. Describe picture A-15, as follows:
    a. THIS WOMAN IS TALKING BY TELEPHONE.
    b. THIS WOMAN HAS GRAY HAIR.
    c. SHE HAS ON A BLUE DRESS.
    d. HER DRESS HAS A WHITE COLLAR.
3. Describe picture A-16 as follows:
    a. THIS WOMAN IS WASHING DISHES.
    b. SHE HAS ON A YELLOW DRESS.
    c. THIS WOMAN IS WEARING AN APRON.
    d. SHE HAS A PLATE IN HER HAND.
    e. THE CABINET IS BLUE.
    f. THERE ARE DISHES IN THE SINK.

4. Present one of the pictures (A-14, A-15, A-16), say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
    a. For each correct response, reinforce with a chip.
    b. Encourage additional responses with questions.

Lesson Plan - Low Level
Lesson #158 Date:______________________

Purpose: (1) Identification of action (shining, sweeping, bathing, telephoning, washing).
(2) Describing a picture.
(3) Recalling an arrangement of a picture series.

Materials: PLDK #1 Cards - A-12 through A-16; Materials for reinforcement; PLDK #1 Cards - Deer B-30, Fox B-32, Moose B-34, Elephant B-46, Lion B-51.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-12 through A-16 are placed on the chalk ledge, identify as: shining shoes, sweeping the floor, bathing, telephoning, washing dishes.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY."
    3. Say,
      a. POINT TO SHINING, (NAME OF CHILD).
      b. POINT TO SWEEPING, (NAME OF CHILD).
      c. POINT TO BATHING, (NAME OF CHILD).
      d. POINT TO TELEPHONING, (NAME OF CHILD).
      e. POINT TO WASHING, (NAME OF CHILD).
    4. For an incorrect response, after the child is seated, hold up the picture, to which the child pointed, say, "THIS IS NOT (ACTIVITY) THIS IS (ACTIVITY)."
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, hold the card in front of the child, also visible to the other children, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time (Memory)
  1. Present the animal pictures, deer, fox, moose, elephant, and lion; tell the class that a circus parade will be formed. Name the five animals as they are placed in a row (parade line) on the chalk ledge. Remind the class that in the parade the deer is in front of the parade and point out which animal follows which animal in the parade.

2. Give two pictures to a child (perhaps the first and last, the deer and the lion) say, "PUT THE ANIMALS IN THE PARADE, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, assist by telling where each animal should be in the parade, then reinforce with praise only.
3. Increase the difficulty of the task by requiring more pictures to be placed correctly, according to the ability of the child.

III. Conversation Time (Describing)
1. Describe each of the pictures A-12 through A-16, as done in Lessons Nos. 156 and 157, Conversation Time.
2. Tell the class about each child is to select one of the pictures, which he will tell about.
3. Say, "GET ONE OF THE PICTURES, (NAME OF CHILD)." Following the selection, say, "TELL ABOUT THE PICTURE, (NAME OF CHILD)."
    a. For each correct response, reinforce with a chip.
    b. Assist by asking questions for additional responses.
4. As time permits, ask the children to select other pictures for describing.

Lesson Plan - Low Level
Lesson #159 Date:______________________

Purpose: (1) Identification of action (writing, driving, hammering, hoeing, juggling).
(2) Describing a picture.
(3) Recall of arrangement of picture series.

Materials: PLDK #1 Cards--A-17 through A-21, B-30, B-32, B-34, B-46, and B-51; Materials for reinforcement.

I. Vocabulary Building Time
A. Recognition
1. As pictures A-17 through A-21 are placed on the chalk ledge, identify as: writing on the chalkboard, driving a truck, hammering a nail, hoeing the ground, and juggling balls.
2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
3. Say,
    a. POINT TO WRITING, (NAME OF CHILD).
    b. POINT TO DRIVING, (NAME OF CHILD).
    c. POINT TO HAMMERING, (NAME OF CHILD).
    d. POINT TO HOEING, (NAME OF CHILD).
    e. POINT TO JUGGLING, (NAME OF CHILD).
4. For an incorrect response, after the child is seated, hold up the picture, to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."

    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, hold the card so all the children can see it, but especially the child who identified correctly, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time
  1. Present the animal pictures--deer, fox, moose, elephant, and lion; tell the class that a circus parade will be formed. Name the five animals as they are placed in a row on the chalk ledge. Remind the class that in the parade the deer is in front of the parade and point out which animal follows which animal in the parade.
  2. Give two or three pictures to a child, say, "PUT THE ANIMALS IN THE PARADE, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, assist by telling where each animal should be in the parade, then reinforce with praise only.

III. Conversation Time (Describing)
  1. Writing
  While seated in front of the children, describe picture A-17 as follows:
    a. THIS WOMAN IS WRITING ON THE CHALKBOARD.
    b. SHE HAS CHALK IN HER RIGHT HAND.
    c. THE WOMAN HAS AN ERASER IN HER LEFT HAND.
    d. SHE HAS ON A RED BLOUSE.
    e. SHE HAS BLACK HAIR.
    f. SHE HAS WRITTEN A, B, C, ON THE BOARD.
  2. Driving
  Describe picture A-18 as follows:
    a. THIS MAN IS DRIVING A TRUCK.
    b. HE IS DRIVING A BLUE TRUCK.
    c. HE HAS ON A YELLOW CAP.
    d. HE HAS ON A TAN SHIRT.
  3. Present one of the pictures (A-17 or A-18), say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
    a. For each correct response, reinforce with a chip.
    b. Encourage additional responses with questions.

Lesson Plan - Low Level
Lesson #160 Date:____________________

Purpose: (1) Identification of action (writing, driving, hammering, hoeing, juggling).
(2) Describing a picture.

(3) Recall of arrangement of picture series.
(4) Identification of animals and obeying commands of location.

Materials: PLDK #1 Cards--A-17 through A-21, Deer B-30, Fox B-32, Moose B-34, Elephant B-46, Lion B-51; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-17 through A-21 are placed on the chalk ledge, identify as: writing on the chalkboard, driving a truck, hammering a nail, hoeing the ground, and juggling balls.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Say,
      a. POINT TO WRITING, (NAME OF CHILD).
      b. POINT TO DRIVING, (NAME OF CHILD).
      c. POINT TO HAMMERING, (NAME OF CHILD).
      d. POINT TO HOEING, (NAME OF CHILD).
      e. POINT TO JUGGLING, (NAME OF CHILD).
    4. For an incorrect response, after the child is seated, hold up the picture, to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, hold the card so all the children can see, but especially the child who identified correctly, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Conversation Time (Describing)
  1. Hammering
  While seated in front of the children, describe picture A-19 as follows:
    a. THIS MAN IS HAMMERING A NAIL INTO THE BOARD.
    b. HE IS HOLDING THE HAMMER IN HIS RIGHT HAND.
    c. THE MAN HAS ON A YELLOW SHIRT.
    d. HE HAS ON A BLUE CAP.
    e. HE HAS ON BLUE OVERALLS.
    f. THE HAMMER HAS A RED HANDLE.
  2. Hoeing
  Describe picture A-20 as follows:
    a. THIS MAN IS HOEING THE GROUND.
    b. HE HAS ON A GREEN SHIRT.
    c. THE MAN HAS ON BROWN SHOES.
    d. HE IS HOEING THE GROUND AROUND THE GREEN PLANTS.
  3. Present one of the pictures (A-19 or A-20), say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."

a. For each correct response, reinforce with a chip.
b. Encourage additional responses with questions.

III. Activity Time
  A. Memory
    1. As placed in numerical order on the chalk ledge, name the animal pictures--deer, fox, moose, elephant and lion.
    2. Remove the pictures from the chalk ledge, give the pictures in numerical order to the children in consecutive order.
    3. Instruct the children that as each one's name is called, he is to place the animal in the parade row.
    4. Say, "PUT THE (NAME OF ANIMAL) IN THE PARADE, (NAME OF CHILD)."
      a. Call upon the children in the order that the animals have been numerically placed in the parade row.
      b. For a correct response, reinforce with a chip.
      c. Make correction of incorrect responses.
  B. Recognition
    1. As placed in numerical order on the chalk ledge, name the animal pictures--deer, fox, moose, elephant, and lion.
    2. Give the following commands:
      a. PUT THE DEER ON THE TABLE.
      b. PUT THE FOX UNDER YOUR CHAIR.
      c. PUT THE MOOSE ON THE DESK.
      d. PUT THE ELEPHANT IN THE WINDOW.
      e. PUT THE LION UNDER THE CABINET.
    3. For a correct response, reinforce with a chip.
    4. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #161 Date:____________________

Purpose: (1) Identification of action (writing, driving, hammering, boeing, juggling).
(2) Describing a picture.
(3) Identification of animals and obeying commands of location.

Materials: PLDK #1 Cards--A-17 through A-21, Deer B-30, Fox B-32, Moose B-34, Elephant B-46, Lion B-51; Materials for reinforcement; Three bean bags.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-17 through A-21 are placed on the chalk ledge, identify as: WRITING ON THE CHALK BOARD, DRIVING A TRUCK, HAMMERING A NAIL, HOEING THE GROUND, AND JUGGLING BALLS.

2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
3. Say,
   a. POINT TO WRITING, (NAME OF CHILD).
   b. POINT TO DRIVING, (NAME OF CHILD).
   c. POINT TO HAMMERING, (NAME OF CHILD).
   d. POINT TO HOEING, (NAME OF CHILD).
   e. POINT TO JUGGLING, (NAME OF CHILD).
4. For an incorrect response, after the child is seated, hold up the picture, to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
5. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 3), after the child is seated, hold the card so all the children can see, but especially the child who identified correctly, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Conversation Time (Describing)
1. Juggling
While seated in front of the children, describe picture A-21 as follows:
   a. THIS IS A CLOWN.
   b. THE CLOWN IS JUGGLING BALLS.
   c. HE HAS ON BIG RED SHOES.
   d. THE CLOWN HAS ON A YELLOW SUIT.
   e. THE CLOWN'S SUIT HAS A RED COLLAR.
   f. THIS CLOWN HAS GREEN HAIR.
   g. THIS CLOWN IS JUGGLING THREE BALLS.
2. Present pictures A-17 through A-21, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
3. Alternate the pictures so each child has opportunity to describe A-21.
4. For each correct response, reinforce with a chip.
5. Encourage additional responses with questions.

III. Activity Time
A. Recognition
1. As placed in numerical order on the chalk ledge, name the animal pictures--deer, fox, moose, elephant, and lion.
2. Give the following commands:
   a. PUT THE DEER UNDER YOUR CHAIR.
   b. PUT THE FOX ON THE TABLE.
   c. PUT THE MOOSE IN THE WINDOW.
   d. PUT THE LION ON THE DESK.
   e. PUT THE ELEPHANT UNDER THE CABINET.

3. For a correct response, reinforce with a chip.
4. For an incorrect response, make correction.

B. Juggling
1. As time permits, allow each child opportunity to juggle one, two, or three bean bags.
2. For acceptable effort, reinforce with praise and a chip.

Lesson Plan - Low Level
Lesson #162

Purpose: (1) Identification of action (locking, mowing, painting, punching, pushing).
(2) Describing a picture.
(3) Matching an arrangement of geometric shapes.

Materials: PLDK #1 Cards--A-22 through A-26; Materials for reinforcement; PLDK, P Level--Large PLDK Case, Magnetic Geometric Shapes--2 large circles, 2 large squares, 2 large triangles.

I. Vocabulary Building Time
A. Recognition
1. As pictures A-22 through A-26 are placed on the chalk ledge, identify as: locking a door, mowing the grass, painting a house, punching a bag, and pushing a wheelbarrow.
2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
3. Say,
a. POINT TO LOCKING, (NAME OF CHILD).
b. POINT TO MOWING, (NAME OF CHILD).
c. POINT TO PAINTING, (NAME OF CHILD).
d. POINT TO PUNCHING, (NAME OF CHILD).
e. POINT TO PUSHING, (NAME OF CHILD).
4. For an incorrect response, after the child is seated, hold up the picture to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
5. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 3), after the child is seated, present the picture to the child who responded correctly, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)."
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Conversation Time (Describing)
1. Locking
While seated in front of the children, describe picture A-22 as follows:

a. THIS MAN IS LOCKING A DOOR.
b. HE IS HOLDING A KEY IN HIS RIGHT HAND.
c. HE IS HOLDING THE DOOR KNOB WITH HIS LEFT HAND.

2. Mowing
Describe A-23 as follows:
a. THIS MAN IS MOWING THE GRASS.
b. HE IS USING A MOWER.
c. THE MAN HAS ON A GREEN SHIRT.
d. THE COLOR OF HIS SHIRT AND THE GRASS IS THE SAME COLOR--GREEN.
e. THE MAN HAS BLACK HAIR.
f. HIS PANTS ARE BROWN COLOR.

3. Present picture A-22 or A-23, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
4. For each correct response, reinforce with a chip.
5. Encourage additional responses with questions.

III. Activity Time (Memory)

1. Arrange three geometric shapes (square, circle, triangle) on the PLDK case, demonstrate and explain how to make a like pattern with a second set of shapes.
2. Leave one set of shapes on the PLDK case, give one shape to a child, say, "PUT THE (SHAPE) BELOW THE (SHAPE) ON THE CASE, (NAME OF CHILD)." Proceed by giving a shape to another child until a like pattern of the second set of shapes has been completed.
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, give the shape to another child.
3. In those classes which have difficulty with the activity, following the demonstration (III, 1), leave the pattern set of shapes and one additional shape below the pattern.
4. For a child who has no difficulty with the task (III, 2), give two or three shapes to match the pattern.

Lesson Plan - Low Level
Lesson #163 Date:____________________

Purpose: (1) Identification of action (Locking, mowing, painting, punching, pushing).
(2) Describing a picture.
(3) Matching an arrangement of geometric shapes.

Materials: PLDK #1 Cards--A-22 through A-26; Materials for reinforcement; PLDK, P-Level--Large PLDK Case
Magnetic Geometric Shapes--2 large circles, 2 large squares, 2 large triangles.

I. Vocabulary Building Time

A. Recognition

1. As pictures A-22 through A-26 are placed on the chalk ledge, identify as: locking a door, mowing the grass, painting a house, punching a bag, and pushing a wheelbarrow.

   2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
   3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
   4. For an incorrect response, after the child is seated, hold up the picture to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
   5. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
   1. Following a correct response (A, 3), after the child is seated, present the picture to the child who responded correctly, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)."
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction.

II. Conversation Time (Describing)
   1. Painting
      While seated in front of the children, describe picture A-24 as follows:
      a. THIS MAN IS PAINTING A HOUSE.
      b. HE HAS ON A WHITE CAP.
      c. HE HAS ON WHITE OVERALLS AND A BLUE SHIRT.
      d. THE PAINTER IS STANDING ON A LADDER.
      e. HE HAS A BUCKET OF PAINT AND A PAINT BRUSH.
   2. Punching
      Describe A-25 as follows:
      a. THIS BOY IS PUNCHING A BAG.
      b. HE HAS ON BOXING GLOVES.
      c. HE HAS ON RED SHORTS.
      d. HE HAS BROWN HAIR.
      e. HE HAS HIGH TOP SHOES.
   3. Present picture A-24 or A-25, say, "TELL ME ABOUT THIS PICTURE, (NAME OF CHILD)."
   4. For each correct response, reinforce with a chip.
   5. Encourage additional responses with questions.

III. Activity Time (Memory)
   1. Arrange three geometric shapes on the PLDK case, demonstrate and explain how to make a like pattern with a second set of shapes.
   2. Leave one set of shapes on the PLDK case, give the other set of shapes to a child, say, "PUT THE CIRCLE, SQUARE AND TRIANGLE BELOW THE SHAPES ON THE CASE, (NAME OF CHILD)."
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, make correction.
   3. For a child who has no difficulty with the task (III, 2), place the pattern in another location; so the child arranges the shapes in a like pattern on another surface some distance away.

Lesson Plan - Low Level
Lesson #164 Date:____________________

Purpose: (1) Identification of action (locking, mowing, pointing, punching, pushing).
(2) Describing a picture.
(3) Reproducing an arrangement of geometric shapes.

Materials: PLDK #1 Cards--A-22 through A-26; Materials for reinforcement; PLDK, P-Level--Large PLDK Case, Magnetic Geometric Shapes--Large circle, large square, large triangle.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-22 through A-26 are placed on the chalk ledge, identify as: locking a door, mowing the grass, painting a house, punching a bag, and pushing a wheelbarrow.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    4. For an incorrect response, after the child is seated, hold up the picture to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, present the picture to the child who responded correctly, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)."
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Conversation Time (Describing)
  1. Pushing
  While seated in front of the children, describe picture A-26 as follows:
    a. THIS MAN IS PUSHING A WHEELBARROW.
    b. HE HAS ON A BLUE CAP AND BLUE OVERALLS.
    c. HE HAS ON BROWN SHOES AND A BROWN SHIRT.
    d. IN THE WHEELBARROW ARE THREE FLOWER POTS, A SPADE, A DIGGING FORK AND A HAND DIGGER.
    e. THE WHEELBARROW HAS ONE WHEEL.
    f. THE WHEELBARROW HAS TWO HANDLES.
  2. Present picture A-26 say, "TELL ABOUT THIS PICTURE (NAME OF CHILD)."
  3. For each correct response, reinforce with a chip.
  4. Encourage additional responses with "TELL ME MORE", or questions.

5. If time permits, pictures A-22 through A-25 might be reviewed for describing.

III. Activity Time (Memory)

1. Arrange three geometric shapes on the PLDK case, explain that the children are to look and remember the order of the shapes. Point to each shape and identify the location. Example: "THE SQUARE IS FIRST, THE CIRCLE BETWEEN THE SQUARE AND TRIANGLE AND THE TRIANGLE IS LAST."
2. Remove one shape and give it to a child, say, "PUT THE (SHAPE) WHERE IT WAS, (NAME OF CHILD)."
3. Increase the task to two shapes; when a child has accomplished this task, increase the task to three shapes. During the activity time, do not change the order of the shapes. Example: The order for all of activity time--square, circle, triangle.
4. For each correct response, reinforce with a chip.
5. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #165 Date:__________________

Purpose: 1. Identification of action (raking, riding, sawing, washing)
2. Describing a picture.
3. Reproducing an arrangement of geometric shapes.

Materials: PLDK #1 Cards--A-27 through A-31; Materials for reinforcement; PLDK, P-Level--Large PLDK Case, Geometric Shapes--large circle, large square, large triangle.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-27 through A-31 are placed on the chalk ledge, identify as: raking leaves, riding a bicycle, sawing wood, washing a car, and washing clothes.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    4. For an incorrect response, after the child is seated, hold up the picture to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, present the picture to the child who responded, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Conversation Time (Describing)
  1. Raking, describe picture A-27 as follows:
    a. THIS MAN IS RAKING LEAVES.
    b. HE HAS ON GREEN PANTS.
    c. HE HAS ON A RED SHIRT.
    d. HE HAS BROWN COLOR HAIR.
    e. HE HAS A RAKE IN HIS HANDS.
  2. Riding, describe picture A-28 as follows:
    a. THIS BOY IS RIDING A BICYCLE.
    b. HE HAS ON A YELLOW AND RED SHIRT.
    c. HE HAS ON GREEN SHORTS.
    d. HIS BICYCLE IS RED.
    e. THE BICYCLE HAS TWO BLACK TIRES.
    f. THE BOY HAS BLACK HAIR.
  3. Present picture A-27 or A-28, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
  4. For each correct response, reinforce with a chip.
  5. Encourage additional responses, with "TELL ME MORE," or questions.

III. Activity Time (Memory)
  1. Arrange three geometric shapes on the PLDK case, explain that the children are to look and remember the arrangement of the shapes.

2. Remove two shapes, give them to a child, say, "PUT THE (SHAPES) WHERE THEY WERE, (NAME OF CHILD)."
3. Increase the task to three shapes, when a child has been successful with (III, 2).
4. When a child has been successful with (III, 3) change the arrangement of the shapes for the child to reproduce the arrangement.
5. For each correct response, reinforce with a chip.
6. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #166 Date:____________________

Purpose:
1. Identification of action (raking, riding, sawing, washing)
2. Describing a picture.
3. Reproducing an arrangement of geometric shapes.

Materials: PLDK #1 Cards--A-27 through A-31; PLDK, P-Level--Large Case, Geometric Shapes--Large and small circles, large and small squares, large and small triangle; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. As pictures A-27 through A-31 are placed on the chalk ledge, identify as: raking leaves, riding a bicycle, sawing wood, washing a car, and washing clothes.
      2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
      3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
      4. For an incorrect response, after the child is seated, hold up the picture to which the child pointed, say, "THIS IS NOT (ACTIVITY), THIS IS (ACTIVITY)."
      5. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 3), after the child is seated, present the picture to the child who responded, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

II. Conversation Time (Describing)
   1. Sawing, describe picture A-29 as follows:
      a. THIS MAN IS SAWING WOOD.
      b. HE HAS THE SAW IN HIS RIGHT HAND.
      c. HE HAS A WATCH ON HIS LEFT WRIST.
      d. THIS MAN HAS BROWN HAIR.
   2. Washing, describe picture A-30 as follows:
      a. THIS MAN IS WASHING A CAR.
      b. HE HAS A SPONGE IN HIS RIGHT HAND.
      c. THIS MAN HAS ON A GREEN COAT, A GREEN CAP, AND GREEN PANTS.
      d. THE COLOR OF THE CAR IS PINK.

3. Washing, describe picture A-31 as follows:
   a. THIS WOMAN IS WASHING CLOTHES.
   b. SHE HAS BROWN HAIR.
   c. SHE HAS ON A BLUE COLORED BLOUSE.
   d. SHE HAS ON A RED SKIRT.
   e. SHE IS RUBBING THE CLOTHES ON A WASH BOARD TO GET THEM CLEAN.
   f. THIS IS A WASH TUB WITH SOAP AND WATER.
4. Present picture A-29, A-30, or A-31, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
5. For each correct response, reinforce with a chip.
6. Encourage additional responses with, "TELL ME MORE," or questions.

III. Activity Time (Memory)
1. Arrange three geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of the shapes.
2. Remove two shapes, give them to a child, say, "PUT THE (SHAPES) WHERE THEY WERE, (NAME OF CHILD)."
3. Increase the task to three shapes, when a child has been successful with (III, 2). Also, use large and small to make the task more difficult for children who need an additional challenge.
4. For an incorrect response, make correction.
5. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern correctly, allow that child to make a new pattern, then request another child to reproduce the pattern.

Lesson Plan - Low Level
Lesson #167 Date:________________

Purpose: 1. Identification of action (raking, riding, sawing, washing)
2. Describing a picture.
3. Reproducing an arrangement of geometric shapes.

Materials: PLDK #1 Cards--A-27 through A-31; PLDK, P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcements.

I. Vocabulary Building Time
   A. Recognition
      1. As pictures A-27 through A-31 are placed on the chalk ledge, identify as in Lesson 166, Vocabulary Building Time (A, 1).
      2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
      3. For an incorrect response, after the child is seated, make correction.
      4. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 2), after the child is seated, present the picture to the child, say, "WHAT IS THIS PERSON DOING, (NAME OF CHILD)?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Conversation Time (Describing)
1. Present one of the pictures A-27 through A-31, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
2. For each correct response, reinforce with a chip.
3. Encourage additional responses with, "TELL ME MORE," or questions.

III. Activity Time (Memory)
1. Arrange three geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of the shapes.
2. Remove the three shapes, give them to a child, say, "PUT THE (SHAPES) WHERE THEY WERE, (NAME OF CHILD)."
3. For an incorrect response, make correction.
4. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern, allow that child to make a new pattern, then to request another child to reproduce the pattern.

Lesson Plan - Low Level
Lesson #168

Date:____________________

Purpose: 1. Identification of action (dancing, exercising, hopping, ironing, jumping).
2. Reproducing an arrangement of geometric shapes.
3. Comparing sizes of geometric shapes.
4. Recognition of action pantomimed.

Materials: PLDK #1 Cards--A-32 through A-36; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangle; Materials for reinforcements.

I. Vocabulary Building Time
A. Recognition
1. As pictures A-32 through A-36 are placed on the chalk ledge, identify as: dancing, exercising, hopping, ironing clothes, jumping.
2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
3. For an incorrect response, after the child is seated, make correction.
4. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 2), after the child is seated, present the picture, say, "WHAT IS THIS PERSON DOING, (NAME OF CHILD)?"

2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Guessing Time
1. Instruct the class that one of the children will be shown one of the cards A-32 through A-36. Then the child is to pantomime the activity, following which the other members of the class will guess what activity was pantomimed.
2. Do not permit the other children to see the card; as you show one of the cards A-32 through A-36, say, "DO WHAT THIS (PERSON) IS DOING."
3. To the class, say, "WHAT WAS (NAME OF CHILD) DOING?"
   a. When a child guesses correctly what is being pantomimed, then reinforce the child who pantomimed and then the child who identified the activity, each with a chip.
   b. If no child can identify the activity being pantomimed, place cards A-32 through A-36, say, "WHICH OF THESE ACTIONS DID (NAME OF CHILD) DO?" Allow one or two additional trials of pantomiming, then if no one makes the identification, show another child a picture to pantomime the activity. If the class fails to identify the activity being pantomimed, then no reinforcer to any child, either the one pantomiming or those guessing.

III. Activity Time (Memory)
1. Arrange three geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of the shapes.
2. Remove the three shapes, give them to a child, say, "PUT THE (SHAPES) WHERE THEY WERE, (NAME OF CHILD)."
3. For an incorrect response, make correction.
4. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern, allow that child to make a new pattern (by tossing the shapes if he desires), then to request another child to reproduce the pattern.

IV. Vocabulary Building Time (Comparison)
1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shapes).
2. Encourage each child to say in unison: "THIS IS A (SIZE) (SHAPE)."
3. Remove all but the large and small square from the large case.
4. Say, "POINT TO THE (SIZE) SQUARE, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip, and a statement, "YES, THAT IS THE (SIZE) SQUARE."
   b. For an incorrect response, after the child is seated, make correction.

Lesson Plan - Low Level
Lesson #169 Date:________________

Purpose: 1. Identification of action (dancing, exercising, hopping, ironing, jumping).
2. Reproducing an arrangement of geometric shapes.
3. Comparing sizes of geometric shapes.

Materials: PLDK #1 Cards--A-32 through A-36; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangle; Materials for reinforcements.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-32 through A-36 are placed on the chalk ledge, identify as: dancing, exercising, hopping, ironing clothes, jumping.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    4. For an incorrect response, after the child is seated, make correction.
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 2) after the child is seated, present the picture to the child, say, "WHAT IS THIS PERSON DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Guessing Time
  1. Instruct the class that one of the children will be shown one of the cards A-32 through A-36. Then the child is to pantomime the activity, following which the other members of the class will guess what activity was pantomimed.
  2. Show a child, individually, one of the cards A-32 through A-36, say, "DO WHAT THIS (PERSON) IS DOING."
  3. To the class, say, "WHAT WAS (NAME OF CHILD) DOING?"
    a. When a child identifies what is being pantomimed, then reinforce the child who pantomimed and the child who identified the activity, each with a chip.
    b. If no child can identify the activity being pantomimed, allow one or two additional trials for pantomiming; then if no one makes the identification, show another child a picture to pantomime the activity. If the class fails to identify the activity being pantomimed, then no reinforcer to any child, either the one pantomiming or those guessing.

III. Activity Time (Memory)
  1. Arrange four geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of the shapes.

2. Remove the four shapes, give them to a child, say, "PUT THE (SHAPES) WHERE THEY WERE, (NAME OF CHILD)."
3. For an incorrect response, make correction.
4. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern, allow that child to make a new pattern, then to request another child to reproduce the pattern.

IV. Vocabulary Building Time (Comparison)
1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shape).
2. Encourage each child to say in unison: "THIS IS A (SIZE) (SHAPE)."
3. Remove all but the large and small circle from the large case.
4. Say, "POINT TO THE (SIZE) CIRCLE, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip, and a statement, "YES, THAT IS THE (SIZE) CIRCLE."
   b. For an incorrect response, after the child is seated, make correction.

Lesson Plan - Low Level
Lesson #170 Date:________________

Purpose: 1. Identification of action (dancing, exercising, hopping, ironing, jumping).
2. Reproducing an arrangement of geometric shapes.
3. Comparing sizes of geometric shapes.
4. Recognition of action pantomimed.

Materials: PLDK #1 Cards--A-32 through A-36; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcements.

I. Vocabulary Building Time
A. Recognition
1. As pictures A-32 through A-36 are placed on the chalk ledge, identify as in Lesson #169.
2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
3. For an incorrect response, after the child is seated, make correction.
4. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 2), after the child is seated, present the picture, say, "WHAT IS THIS PERSON DOING, (NAME OF CHILD)?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Guessing Time
1. Instruct the class that one of the children will be shown one of the cards A-32 through A-36. Then the child is to pantomime the activity, following which the other members of the class

will guess what activity was pantomimed.

2. Do not permit the other children to see the card, as one of the cards A-32 through A-36 is shown to a child, say, "DO WHAT THIS (PERSON) IS DOING."
3. To the class, say, "WHAT WAS (NAME OF CHILD) DOING?"
   a. When a child identifies what is being pantomimed, then reinforce the child who pantomimed and the child who identified the activity, each with a chip.
   b. If no child can identify the activity being pantomimed, allow one or two additional trials for pantomiming; then if no one makes the identification, show another child a picture to pantomime the activity. If the class fails to identify the activity being pantomimed, then no reinforcer to any child, either the one pantomiming or those guessing.

III. Activity Time (Memory)

1. Arrange four geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of the shapes.
2. Remove the four shapes, give them to a child to reproduce the pattern.
3. For an incorrect response, make correction.
4. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern, allow that child to make a new pattern, then to request another child to reproduce the pattern.

IV. Vocabulary Building Time (Comparison)

1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shape).
2. Encourage each child to say in unison: "THIS IS A (SIZE) (SHAPE)."
3. Remove all but the large and small traingle from the large case.
4. Say, "POINT TO THE (SIZE) TRIANGLE, (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and a statement, "YES, THAT IS THE (SIZE) TRIANGLE."
   b. For an incorrect response, after the child is seated, make correction.

Lesson Plan - Low Level Date:____________________

Lesson #171

Purpose: 1. Identification of action (marching, polishing, running, sitting, skating).
2. Reproducing an arrangement of geometric shapes.
3. Comparing sizes of geometic shapes.
4. Pantomiming.

Materials: PLDK #1 Cards--A-37 through A-41; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcements.

I. Vocabulary Building Time
   A. Recognition
      1. As pictures A-37 through A-41 are placed on the chalk ledge, identify as: marching polishing furniture, running, sitting on a chair, skating.
      2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
      3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
      4. For an incorrect response, after the child is seated, make correction.
      5. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 3), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

II. Guessing Time
   1. Instruct the class that one of the children will be shown one of the cards A-37 through A-41. Then the child is to pantomime the activity, following which the other members of the class will guess what activity was pantomimed.
   2. Do not permit the other children to see the card, as one of the cards A-37 through A-41 is shown to a child say, "DO WHAT THIS (PERSON) IS DOING."
   3. To the class, say, "WHAT WAS (NAME OF CHILD) DOING?"
      a. When a child identifies what is being pantomimed, then reinforce the child who pantomimed and the child who identified the activity, each with a chip.
      b. If no child can identify the activity being pantomimed, allow one or two additional trials or present the five cards A-37 through A-41, then ask which picture is being acted. If no one identifies the activity being pantomimed, then no reinforcer to any child, neither the pantomimer or the guesser.

III. Activity Time (Memory)
   1. Arrange five geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of shapes.
   2. Remove and give the 5 shapes to a child to reproduce the pattern.
   3. For an incorrect response, make correction.
   4. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern, then request another child to reproduce the pattern.

IV. Vocabulary Building Time (Comparison)

1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shape).
2. Encourage each child to say in unison: "THIS IS A (SIZE) (SHAPE)."
3. With all of the six shapes on the case, say, "POINT TO THE (SIZE) (SHAPE), (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip and statement, "YES, THAT IS THE (SIZE) (SHAPE)."
    b. For an incorrect response, after the child is seated, make correction.

Lesson Plan - Low Level
Lesson #172 Date:________________

Purpose:
1. Identification of action (marching, polishing, running, sitting, skating).
2. Comparing sizes of geometric shapes.
3. Describing a picture.
4. Pantomiming

Materials: PLDK #1 Cards--A-37 through A-41; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcements.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-37 through A-41 are placed on the chalk ledge, identify as: marching polishing furniture, running, sitting on a chair, skating.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    4. For an incorrect response, after the child is seated, make correction.
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Describing Time
  1. Present card A-37, describe as follows:
    a. THIS MAN IS MARCHING.
    b. HE IS CARRYING A GUN.
    c. HE IS WEARING A BLACK CAP.
    d. HE HAS ON A YELLOW SHIRT.
    e. HE HAS ON BLACK AND YELLOW TROUSERS.
    f. HE HAS ON BLACK SHOES.

2. Present card A-38, describe as follows:
   a. THIS WOMAN IS POLISHING FURNITURE.
   b. THE FURNITURE IS YELLOW.
   c. THE FURNITURE HAS TWO DOORS.
   d. THE WOMAN HAS ON A WHITE APRON AND A YELLOW DRESS.
   e. THE WOMAN HAS YELLOW HAIR.
3. Present one of the pictures A-37 or A-38 to a child, say, "TELL ME ABOUT THIS PICTURE, (NAME OF CHILD)."
   a. For each correct response, reinforce with a chip.
   b. Encourage additional responses with questions or "TELL ME MORE."

III. Vocabulary Building Time (Comparison)
1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shape).
2. Encourage each child to say in unison: "THIS IS A (SIZE) (SHAPE)."
3. With all of the six shapes on the case, say, "POINT TO THE (SIZE) (SHAPE), (NAME OF CHILD)."
   a. For a correct response, reinforce with a chip and statement, "YES, THAT IS THE (SIZE) (SHAPE)."
   b. For an incorrect response, after the child is seated, make correction.

IV. Activity Time (Pantomiming)
1. Instruct the class that one of the children will be shown one of the cards A-37 through A-41. Then the child is to pantomime the activity, following which the other members of the class will guess what activity was pantomimed.
2. Do not permit the other children to see the card; as one of the cards A-37 through A-41 is shown to a child say, "DO WHAT THIS (PERSON) IS DOING."
3. To the class, say, "WHAT WAS (NAME OF CHILD) DOING?"
   a. When a child identifies the pantomime, then reinforce the child who pantomimed and the child who identified the activity, each with a chip.
   b. If no child identifies the pantomime, allow one or two additional trials or present the cards A-37 through A-41, then ask which picture is being acted. If no one identifies the pantomime, then no reinforcer to any child, neither the pantomimer or the guesser.

Lesson Plan - Low Level
Lesson #173 Date:____________________

Purpose: 1. Identification of action (marching, polishing, running, sitting, skating).
2. Reproducing an arrangement of geometric shapes.
3. Comparing sizes of geometric shapes.
4. Describing a picture.

Materials: PLDK #1 Cards--A-37 through A-41; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-37 through A-41 are placed on the chalk ledge, identify as: marching, polishing furniture, running, sitting on a chair, skating.
    2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    3. For an incorrect response, after the child is seated, make correction.
    4. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 2), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time (Memory)
  1. Arrange five geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of shapes.
  2. Remove and give the 5 shapes to a child to reproduce the pattern.
  3. For an incorrect response, make correction.
  4. For each correct response, reinforce with a chip. Also, when a child reproduces the entire pattern, then that child may produce a pattern, for another child to reproduce the pattern.

III. Vocabulary Building Time (Comparison)
  1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shape).
  2. Encourage each child to say in unison: "THIS IS A (SIZE) (SHAPE)."
  3. With the six shapes on the case, say, "POINT TO THE (SIZE) (SHAPE), (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip and statement, "YES, THAT IS THE (SIZE) (SHAPE)."
    b. For an incorrect response, after the child is seated, make correction.

IV. Describing Time
  1. Present card A-39, describe as follows:
    a. THIS BOY IS RUNNING.
    b. HIS NUMBER IS FIVE.
    c. HE HAS ON A YELLOW AND BLACK SHIRT.
    d. HE HAS ON SHORTS.
    e. HE HAS ON BLACK AND YELLOW SHOES.
  2. Present card A-40, describe as follows:

    a. THIS GIRL IS SITTING IN A CHAIR.
    b. SHE HAS ON A BLACK AND YELLOW DRESS.
    c. THE CHAIR IS WHITE.
    d. THE GIRL'S HAIR IS YELLOW.
3. Present card A-41, describe as follows:
    a. THIS GIRL IS SKATING.
    b. SHE HAS A HAT.
    c. SHE HAS BLACK AND YELLOW SHORTS.
    d. SHE HAS A WHITE BLOUSE.
4. Present picture A-39, A-40, or A-41, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
    a. For each correct response, reinforce with a chip.
    b. Encourage additional responses, with "TELL ME MORE," or questions.

Lesson Plan - Low Level
Lesson #174 Date:________________

Purpose: 1. Identification of action (jumping, sleeping, skating, standing)
2. Reproducing an arrangement of geometric shapes.
3. Describing a picture.
4. Comparing sizes of geometric shapes.

Materials: PLDK #1 Cards--A-42 through A-45; P-Level--Large Case Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures A-42 through A-45 are placed on the chalk ledge, identify as: jumping rope, sleeping, sliding, and standing.
    2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTIVITY)."
    3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    4. For an incorrect response, after the child is seated, make correction.
    5. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 3), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time (Memory)
  1. Arrange six geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of shapes.
  2. Remove and give the six shapes to a child to reproduce the pattern.
  3. For an incorrect response, make correction.
  4. For each correct response, reinforce with a chip.

III. Vocabulary Building Time (Comparison)
   1. As a large and small shape of each category (square, circle, triangle) is placed on the large case, identify as: big or little (shape).
   2. Recognition
      a. With the six shapes on the case, say, "POINT TO THE (SIZE) (SHAPE), (NAME OF CHILD)."
      b. For an incorrect response, after the child is seated, make correction.
      c. For a correct response, reinforce with praise, and proceed to Expression.
   3. Expression
      a. Following a correct response (2, a), after the child is seated, present the shape, say, "WHAT IS THIS SHAPE, (NAME OF CHILD)?"
      b. For a correct response, reinforce with a chip.
      c. For an incorrect response, make correction.

IV. Describing Time
   1. Present card A-42, describe as follows:
      a. THIS GIRL IS JUMPING A ROPE.
      b. SHE HAS A YELLOW DRESS.
      c. HER HAIR IS TIED WITH 2 RIBBONS.
   2. Present card A-43, describe as follows:
      a. THIS WOMAN IS SLEEPING IN THE BED.
      b. THE PILLOW IS WHITE.
      c. THE BLANKET IS YELLOW.
      d. SHE HAS A NIGHT CAP.
   3. Present picture A-42 or A-43, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
      a. For each correct response, reinforce with a chip.
      b. Encourage additional responses, with, "TELL ME MORE," or questions.

Lesson Plan - Low Level
Lesson #175

Purpose: 1. Identification of action (jumping, sleeping, sliding, standing).
   2. Reproducing an arrangement of geometric shapes.
   3. Comparing sizes of geometric shapes.
   4. Describing a picture.

Materials: PLDK #1 Cards--A-42 through A-45; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. As pictures A-42 through A-45 are placed on the chalk ledge, identify as: jumping rope, sleeping, sliding, and standing.
      2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
      3. For an incorrect response, after the child is seated, make correction.

    4. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A-2), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING), (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Activity Time (Memory)
  1. Arrange six geometric shapes on the PLEK case, Name the shapes. Instruct the children to remember the arrangement of shapes.
  2. Remove and give the 6 shapes to a child to reproduce the pattern.
  3. For an incorrect response, make correction
  4. For each correct response, reinforce with a chip.

III. Vocabulary Building Time (Comparison)
  A. Recognition
    1. Identify the large and small shape of each category (square, circle, triangle), as placed on the PLDK case.
    2. With the six shapes on the case, say, "POINT TO THE (SIZE) (SHAPE), (NAME OF CHILD)."
      a. For an incorrect response, after the child is seated, make correction.
      b. For a correct response, reinforce with praise, and proceed to Expression.
    3. To increase the difficulty of the task for higher functioning children, request that they point or give two or more shapes. Example: "GIVE ME ALL OF THE BIG SHAPE" or "GIVE ME THE BIG (SHAPE) AND THE LITTLE (SHAPE)."
  B. Expression
    1. Following a correct response (A, 2), after the child is seated, present the shape, say, "WHAT IS THIS (THESE) SHAPE(S), (NAME OF CHILD)?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

IV. Describing Time
  1. Present one of pictures A-24 through A-45, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
  2. For each correct response, reinforce with a chip.
  3. Encourage additional responses, with, "TELL ME MORE," or questions.

Lesson Plan - Low Level
Lesson #176 Date:________________

Purpose: 1. Identification of action (jumping, sleeping, sliding, standing)
  2. Reproducing an arrangement of geometric shapes.
  3. Comparing sizes of geometric shapes.
  4. Identification of numerals (one through five).

Materials: PLDK #1 Cards-A-42 through A-45; P-Level--Large Case, Geometric Shapes--large and small circles, large and small squares, large and small triangles; P-Level number cards, one through five; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. As pictures A-42 through A-45 are placed on the chalk ledge, identify as: jumping rope, sleeping, sliding and standing.
      2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
      3. For an incorrect response, after the child is seated, make correction.
      4. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 2), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

II. Activity Time (Memory)
   1. Arrange six geometric shapes on the PLDK case. Name the shapes. Instruct the children to remember the arrangement of shapes.
   2. Remove and give the 6 shapes to a child for reproducing the pattern.
   3. For an incorrect response, make correction.
   4. For each correct response, reinforce with a chip.

III. Vocabulary Building Time (Comparison)
   A. Recognition
      1. Identify the large and small shape of each category (square, circle, triangle), as placed on the PLDK case.
      2. With the six shapes on the case, say, "POINT TO THE (SIZE) (SHAPE), (NAME OF CHILD)."
         a. For an incorrect response, after the child is seated, make correction.
         b. For a correct response, reinforce with praise, and proceed to Expression.
      3. To increase the difficulty of the task for higher functioning children, request that they point or give two or more shapes.
   B. Expression
      1. Following a correct response (A, 2), after the child is seated, present the shape, say, "WHAT IS (ARE) THIS (THESE) SHAPE(S), (NAME OF CHILD)?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction

IV. Vocabulary Building Time (Numbers)

A. Recognition
   1. Identify the numerals (one through five), as placed on the chalk ledge.
   2. Encourage each child to say in unison: "THIS IS NUMBER (NAME OF NUMBER)."
   3. Say, "POINT TO (NUMBER), (NAME OF CHILD)."
   4. For an incorrect response, after the child is seated, make correction.
   5. For a correct response, reinforce with praise and a chip.

Lesson Plan - Low Level
Lesson #177 Date:____________________

Purpose: 1. Identification of action (throwing, dressing, walking, washing, waving)
2. Describing a picture.
3. Pantomiming.
4. Identification of numerals (one through five).

Materials: PLDK #1 Cards--A-46 through A-50; P-Level number cards, one through five; Materials for reinforcement.

I. Vocabulary Building Time
   A. Recognition
      1. As pictures A-46 through A-50 are placed on the chalk ledge, identify as: throwing a ball, dressing, walking, washing face and hands, waving to someone.
      2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTION)."
      3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
      4. For an incorrect response, after the child is seated, make correction.
      5. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 3), after the child is seated, present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.

II. Describing Time
   1. Present card A-46, describe as follows:
      a. THIS BOY IS THROWING A BALL.
      b. HE HAS ON A BLACK AND YELLOW SUIT.
      c. HE HAS ON A BLACK AND YELLOW CAP.
      d. HE HAS A NUMBER TEN ON THIS CAP.
   2. Present Card A-47, describe as follows:
      a. THIS MAN IS DRESSING.
      b. HE IS PUTTING ON HIS SHIRT.
      c. HIS SHIRT AND PANTS ARE BLACK AND YELLOW.
   3. Present card A-48, describe as follows:
      a. THIS BOY IS WALKING.

b. HE HAS ON A GRAY CAP.
c. HE HAS ON A YELLOW SUIT.
d. HE HAS A GRAY HANDKERCHIEF IN HIS POCKET.

4. Present picture A-46, A-47, or A-48, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)."
   a. For each correct response, reinforce with a chip.
   b. Encourage additional responses, with, "TELL ME MORE," or questions.

III. Activity Time (Pantomime)
1. Present card A-46, A-48, A-49, or A-50, say, "DO WHAT THIS PERSON IS DOING, (NAME OF CHILD)."
2. For a correct response, reinforce with a chip.
3. For an incorrect response, assist in making correction.

IV. Vocabulary Building Time (Numbers)
A. Recognition
   1. Identify the numerals (one through five), as placed on the chalk ledge.
   2. Encourage each child to say in unison: "THIS IS NUMBER (NAME OF NUMBER)."
   3. Say, "POINT TO (NUMBER), (NAME OF CHILD)."
   4. For an incorrect response, after the child is seated, make correction.
   5. For an incorrect response, reinforce with praise and proceed to Expression.

B. Expression
   1. Following a correct response (A, 3), after the child is seated, present the picture, say, "WHAT IS THIS NUMBER?"
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #178 Date:____________________

Purpose:
1. Identification of action (throwing, dressing, walking, washing, waving).
2. Describing a picture.
3. Identification of numerals (one through five).
4. Producing and identifying animal sounds (cat, cow, dog, sheep, turkey).

Materials: PLDK #1 Cards--A-46 through A-50; P-Level number cards, 1 through 5; P-Level animal cards A-5, A-8, A-9, A-20, A-21; Materials for reinforcement.

I. Vocabulary Building Time
A. Recognition
   1. As pictures A-46 through A-50 are placed on the chalk ledge, identify as: throwing a ball, dressing, walking, washing face and hands, waving to someone.
   2. Encourage each child to say in unison: "THIS (PERSON) IS (ACTION)."

3. Say, "POINT TO (ACTION), (NAME OF CHILD)."
4. For an incorrect response, after the child is seated, make correction.
5. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 3), after the child is seated present the picture, say, "WHAT IS THIS (PERSON) DOING, (NAME OF CHILD)?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

II. Describing Time
1. Present A-49, describe as follows:
   a. THIS BOY IS WASHING HIS FACE AND HANDS.
   b. HE HAS A YELLOW WASH CLOTH.
   c. HE IS USING YELLOW SOAP.
   d. IN THE ROOM IS A MIRROR, A YELLOW TOWEL, AND A LAVATORY.
2. Present card A-50, describe as follows:
   a. THIS GIRL IS WAVING TO SOMEONE.
   b. SHE HAS A RIBBON IN HER HAIR.
   c. SHE HAS BLACK HAIR.
   d. SHE HAS A BLACK AND YELLOW DRESS.
3. Present picture A-49 or A-50, say, "TELL ABOUT THIS PICTURE, (NAME OF CHILD)." Encourage the child to stand in front of the class or another child, as the picture is described.
   a. For each correct response, reinforce with a chip.
   b. Encourage additional responses, with "TELL ME MORE," or questions.

III. Matching Time (Numbers)

A. Recognition and Matching
1. Identify the numerals (one through five), as placed on the level of chalk ledge.
2. Encourage each child to say in unison: "THIS IS NUMBER (NAME OF NUMBER)."
3. Explain that while the children close their eyes, you will write one of the numbers on the chalk board, then one of the children will find the number card to match the number written on the board.
4. Say, "CLOSE YOUR EYES." Write a number on the chalk board.
5. Say, "OPEN YOUR EYES. FIND THE (NUMBER) CARD LIKE THE (NUMBER) ON THE CHALK BOARD, (NAME OF CHILD)." (Do name the number for matching.)
   a. For an incorrect response, request the child to be seated, then ask another child to find the matching number.
   b. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 5), after the child is

seated, present the picture, say, "WHAT IS THIS NUMBER?"
2. For a correct response, reinforce with a chip.
3. For an incorrect response, make correction.

IV. Activity Time (Sound production and identification)
1. Present and name the animal pictures (cat, cow, dog, sheep, turkey).
2. Identify the animal and the sound of each as follows:
    a. CAT - "MEOW - MEOW."
    b. COW - "MOO-MOO"
    c. DOG - "BOW-WOW"
    d. SHEEP - "BAA-BAA"
    e. TURKEY - "GOBBLE-GOBBLE"
3. Explain that after the sound of an animal has been produced, someone will be called on to identify the animal. Also, a child will be called on to think of an animal, then to make the sound which that animal makes.
4. Say, "(NAME OF CHILD), MAKE THE SOUND OF ONE OF THE ANIMALS."
5. Following the sound to another child, say, "WHAT ANIMAL MAKES THAT SOUND, (NAME OF CHILD)?"
    a. When a child identifies the animal sound correctly, reinforce the child producing the sound and the child identifying the sound, each with a chip.
    b. Do not reinforce either child if the sound is not identified.

Lesson Plan - Low Level
Lesson #179 Date:____________________

Purpose:
1. Identification of action (throwing dressing, walking, washing, waving)
2. Identification of numerals (one through five)
3. Producing and identifying animal sounds (cat, cow, dog, sheep, turkey)
4. Identification from description.

Materials: PLDK #1 Cards--A-46 through A-50; P-Level number cards, 1 through 5; P-Level animal cards A-5, A-8, A-9, A-20, A-21; Materials for reinforcement; PLDK #1--Animal cards B-46, B-47, B-50, B-53, B-58.

I. Vocabulary Building Time
  A. Recognition
    1. As pictures are presented and named: place A-46 (throwing) in a window, A-47 (dressing) in another window, A-48 (walking) on a desk, A-49 (washing) on chalk ledge, A-40 (waving) on a table.
    2. Say, "POINT TO (ACTION), (NAME OF CHILD)."
    3. For an incorrect response, request the child to be seated, and make the same request of another child.
    4. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 2), say, "SHOW THE PICTURE

TO THE OTHER CHILDREN. TELL WHAT THE (PERSON) IS DOING, (NAME OF CHILD)."
2. For a correct response, reinforce with a chip.
3. For an incorrect response, show and tell how the response should have been.

II. Matching Time (Numbers)
  A. Recognition and Matching
    1. Identify numbers (one through five), as placed on the lower level of chalk ledge.
    2. Encourage each child to say in unison: "THIS IS NUMBER (NUMBER)."
    3. Explain that while the children close their eyes, you will write one of the numbers on the chalk board, then one of the children will find the number card to match the number written on the board.
    4. Say, "CLOSE YOUR EYES." Write a number on the chalk board.
    5. Say, "OPEN YOUR EYES. FIND THE NUMBER CARD LIKE THE (NUMBER) ON THE CHALK BOARD, (NAME OF CHILD)." (Do name the number for matching).
      a. For an incorrect response, request the child to be seated, then ask another child to find the matching number.
      b. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 5), say, "SHOW THE NUMBER CARD TO THE OTHER CHILDREN. TELL THE CHILDREN WHAT THE NUMBER IS."
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

III. Activity Time (Sound production and Identification)
  1. Present and name the animal pictures (cat, cow, dog, sheep, turkey)
  2. Identify the animal and sound of each as follows:
    a. CAT - "MEOW-MEOW"
    b. COW - "MOO-MOO"
    c. DOG - "BOW-WOW"
    d. SHEEP - "BAA-BAA"
    3. TURKEY - "GOBBLE-GOBBLE"
  3. Explain that after the sound of an animal has been produced, someone will be selected to identify the animal. Also, a child will be selected to think of an animal, then to make the sound which the animal makes.
  4. Say, "(NAME OF CHILD), MAKE THE SOUND MADE BY ONE OF THE ANIMALS."
  5. Following the production of a sound, to another child, say, "WHAT ANIMAL MAKES THAT SOUND, (NAME OF CHILD)?"
    a. When a child identifies the animal sound correctly, reinforce both the child producing the sound and the child identifying the sound with a chip.

b. Do not reinforce either child, if the sound is not identified.

IV. Identification from Description

1. Present and name the animals--elephant, giraffe, kangaroo, parrot, zebra.
2. Identify the outstanding characteristics of the animals, as follows:
    a. Elephant--gray, big, long trunk
    b. Giraffe--spots, long neck
    c. Kangaroo--big tail, hops on two feet, carries baby in a pouch on her stomach
    d. Parrot--many colors, has a big beak, flies
    e. Zebra--looks like a mule or a horse, has black and white stripes
3. Explain that you are thinking about one of the pictures on the chalk ledge (elephant, giraffe, kangaroo, parrot, or zebra), then say, (EXAMPLE), "I AM THINKING OF AN ANIMAL WITH A LONG TRUNK; WHAT AM I THINKING OF, (NAME OF CHILD)?"
4. Demonstrate, if necessary, after making the statement (IV, 3), that you are thinking of the "ELEPHANT."
5. Say, "I AM THINKING OF AN ANIMAL (OR BIRD) (DESCRIPTION); WHAT AM I THINKING OF, (NAME OF CHILD)?"
    a. For a correct response, reinforce with praise and 2 chips.
    b. For an incorrect response, provide an additional clue concerning the animal. If then a correct response, reinforce with praise and a chip. When another clue is necessary, then decrease the reinforcement.

Lesson Plan - Low Level
Lesson #180 Date:________________

Purpose:
1. Identification of numerals (one through five)
2. Producing and identifying animal sounds (cat, cow, dog, sheep, turkey)
3. Identification from description.
4. Repeating a series of words.

Materials: PLDK, P-Level cards--Animals A-5, A-8, A-9, A-20, A-21; Number cards, 1 through 5; PLDK #1--Animal cards B-46, B-47, B-50, B-53; Materials for reinforcement.

I. Matching Time (Numbers)

A. Recognition and Matching

1. Identify numbers (one through five) as placed on the lower level of chalk ledge.
2. Encourage each child to say in unison: "THIS IS NUMBER (NUMBER)."
3. Explain that while the children close their eyes, a number will be written on the board.
4. Say, "CLOSE YOUR EYES." Write a number on the chalk board.
5. Say, "OPEN YOUR EYES, FIND THE NUMBER CARD LIKE THE (NUMBER) ON THE CHALK BOARD, (NAME OF CHILD)." (Do name the number

for matching.)
    a. For an incorrect response, request the child to be seated, then ask another child to find the matching number.
    b. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
  1. Following a correct response (A, 5), say, "SHOW THE NUMBER CARD TO THE OTHER CHILDREN. TELL THE CHILDREN WHAT THE NUMBER IS."
  2. For a correct response, reinforce with a chip.
  3. For an incorrect response, make correction.

II. Activity Time (Sound producation and identification)
  1. Present and name the animal pictures (cat, cow, dog, sheep, turkey).
  2. Identify the animal and sound of each as follows:
    a. CAT - "MEOW-MEOW"
    b. COW - "MOO-MOO"
    c. DOG - "BOW-WOW"
    d. SHEEP - "BAA-BAA"
    e. TURKEY - "GOBBLE-GOBBLE"
  3. Encourage each child to produce the animal sounds in unison.
  4. Explain that after the sound of an animal has been produced, someone will be selected to identify the animal. Also, a child will be slected to think of an animal, then to make the sound which the animal makes.
  5. Say, "(NAME OF CHILD), MAKE THE SOUND MADE BY ONE OF THE ANIMALS."
  6. Following the production of a sound, to another child, say, "WHAT ANIMAL MAKES THAT SOUND, (NAME OF CHILD)?"
    a. When a child identifies the animal sound correctly, reinforce both the child producing the sound and the child identifying the sound with a chip.
    b. Do not reinforce either child, if the sound is not identified.

III. Identification from Description
  1. Present and name the animals--elephant, giraffe, kangaroo, parrot, zebra.
  2. Identify the outstanding characteristics of the animals as follows:
    a. elephant- gray, big, long trunk
    b. giraffe - spots, long neck
    c. kangaroo - big tail, hops on two feet, carries baby in a pouch on her stomach
    d. parrot - many colors, has a big beak, flies
    e. zebra - looks like a mule or a horse, has black and white stripes
  3. Explain that you are thinking about one of the pictures on the chalk ledge (elephant, giraffe, kangaroo, parrot, or zebra), then say, (example), "I AM THINKING OF AN ANIMAL WITH A LONG TRUNK. WHAT ANIMAL AM I THINKING OF, (NAME OF CHILD)?"
  4. Demonstrate, if necessary, after making the statement (III,3), that you are thinking of the "elephant."

5. Say, "I AM THINKING OF AN ANIMAL (OR BIRD) (DESCRIPTION), WHAT AM I THINKING OF, (NAME OF CHILD)?"
   a. For a correct response, reinforce with praise and 2 chips.
   b. For an incorrect response, provide an additional clue concerning the animal. If then a correct response, reinforce with praise and a chip. When another clue is necessary, then decrease the reinforcement.

IV. Memory Time
1. Present two animal cards--cat and dog; say, "SAY WHAT I SAY, CAT, DOG, (NAME OF CHILD)." If necessary point to the pictures of the cat and dog in order to obtain the response.
   a. For a correct response, without pointing, reinforce with a chip.
   b. For a correct response, with pointing, reinforce with praise.
   c. For an incorrect response, direct the command to another child.
2. Remove both pictures, say, "SAY, CAT, DOG."
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, direct the command to another child.
3. Increase the task to include three pictures and/or words using the procedure of (IV, 1) and (IV, 2).

Lesson Plan - Low Level
Lesson #181
Date:______________

Purpose: 1. Identification of pictures related to indoor sounds and related activities.
2. Attending to sounds and story.

Materials: Tape recorder; Materials for reinforcement; PLDK #1 pictures A-48, H-13, H-21, C-34, A-39, H-27, F-1, H-38, A-9, F-5, H-20, A-22; PLDK P-Level pictures X-16, U-4, H-22; PLDK picture electric beater F-13; pictures not in kits--baby crying, doorbell; Materials from Follow Through With Sounds--Pre-recorded Tape for Indoor Sounds.

I. Vocabulary Building Time
   A. Recognition
      1. Present and name the six pictures--walking A-48, shower or bathroom X-16, toothbrush H-13, crib H-21, baby crying, shoes, C-34.
      2. Say, "POINT TO (PICTURE), (NAME OF CHILD)."
         a. For an incorrect response, make the same request from another child.
         b. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 2), say, "WHAT IS THIS PICTURE?"
      2. For a correct response, reinforce with a chip.

3. For an incorrect response, make correction.

C. Recognition
    1. Present and name the six pictures--car U-4, running A-39, refrigerator H-27, bacon F-1, coffee pot H-38, electric beater F-13.
    2. Say, "POINT TO (PICTURE), (NAME OF CHILD)."
        a. For an incorrect response, make the same request from another child.
        b. For a correct response, reinforce with praise and proceed to Expression.

D. Expression
    1. Following a correct response (C, 2), say, "WHAT IS THIS PICTURE?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

E. Recognition
    1. Present and name the six pictures--setting table A-9, orange juice F-5, clock H-20, vacuum cleaner H-22, doorbell, locking door A-22.
    2. Say, "POINT TO (PICTURE), (NAME OF CHILD)."
        a. For an incorrect response, make the same request from another child.
        b. For a correct response, reinforce with praise and proceed to Expression.

F. Expression
    1. Following a correct response (E, 2), say, "WHAT IS THIS PICTURE?"
    2. For a correct response, reinforce with a chip.
    3. For an incorrect response, make correction.

II. Listening Time
    1. Arrange the pictures in order, as follows: walking A-48, bathroom X-16, toothbrush H-13, crib H-21, baby crying, shoes C-34, car U-4, running A-39, refrigerator H-27, bacon F-1, coffee pot H-38, electric beater F-13, setting table A-9, juice F-5, clock H-20, vacuum cleaner H-22, doorbell, locking door A-22.
    2. Position the pre-recorded tape for indoor sounds on the tape recorder.
    3. Prepare the children to listen to the story about indoor sounds. At Dan's house, these are sounds heard in the morning. Encourage the children to listen as the tape is played, then begin playing the recording. Present one card at a time to coincide with the sound and the recorded narrative according to the following list:
        a. WALKING
        b. SHOWERING (BATHROOM)
        c. BRUSHING TEETH (TOOTHBRUSH)
        d. CRIB
        e. BABY CRYING
        f. DROPPING SHOES
        g. STARTING CAR

h. RUNNING
i. REFRIGERATOR DOOR CLOSING
j. FRYING BACON
k. COFFEE PERCOLATING
l. ELECTRIC BEATER
m. SETTING TABLE
n. POURING JUICE
o. TICKING OF CLOCK
p. VACUUM CLEANER
q. DOORBELL
r. SLAMMING DOOR

4. Play the first section of the tape until all of the aforementioned sounds and story have been completed.
5. Reinforcing--for spontaneous correct responses or attention, reinforce with a chip.

Lesson Plan - Low Level
Lesson #182 Date:__________________

Purpose: 1. Identification of pictures related to indoor sounds and related activities.

Materials: Tape recorder; Materials for reinforcement; PLDK #1 pictures A-48, H-13, H-21, C-34, A-39, H-27, F-1, H-38, A-0, F-5, H-20, A-22; PLDK P-Level pictures X-16, U-4, H-22; PLDK picture eletrric beater F-13; pictures not in kits--baby crying, doorbell; Materials from Follow Through With Sounds--Pre-recorded Tape for Indoor Sounds.

I. Vocabulary Building Time
   A. Recognition
      1. Present and name the six pictures--walking A-48, shower or bathroom X-16, toothbrush H-13, crib H-21, baby crying, shoes C-34.
      2. Explain to the class that one child will be told to give a picture to another child.
      3. Say, "GIVE THE (PICTURE) TO (NAME OF CHILD), (NAME OF CHILD)."
         a. For an incorrect response, direct the same command to another child.
         b. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 3), say,"(NAME OF CHILD WHO GAVE THE PICTURE) TELL (NAME OF CHILD WHO RECEIVED THE PICTURE) THE NAME OF THE PICTURE."
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.
   C. Recognition and Expression
      1. Present and name the six pictures--car U-4, running A-39, refrigerator H-27, bacon F-1, coffee pot H-38, electric beater F-13.
      2. Using these six pictures, follow the same procedure for recognition and expression as in (I, A) and (I, B).

D. Recognition and Expression
   1. Present and name the six pictures--setting table A-9, orange juice F-5, clock H-20, vacuum cleaner H-22, doorbell, locking door A-22.
   2. Using these six pictures, follow the same procedure for recognition and expression as in (I, A) and (I, B).

II. Listening Time
Follow the same procedure as outlined for Listening Time in Lesson No. 181.

Lesson Plan - Low Level
Lesson #183 Date:________________

Purpose: 1. Identification of indoor sounds and related activities.
   2. Classification according to usage.
   3. Identifying sound heard in the classroom.

Materials: Tape recorder; Materials for reinforcement; Materials from Follow Through With Sounds--Pre-recorded Tape from Indoor Sounds, Laminated student card(s); PLDK #1 cards--toothbrush H-13, shoes C-34, Refrigerator H-27; PLDK P-level card--car U-4.

I. Vocabulary Building Time
   A. Recognition
      1. Present and name the following:
         a. Shoes C-34, THIS IS CLOTHING.
         b. Car U-4, THIS IS TRANSPORTATION.
         c. Bacon F-1, THIS IS FOOD.
         d. Refrigerator H-27, THIS IS A KITCHEN APPLIANCE.
      2. Discuss each picture and category.
         a. CLOTHING IS SOMETHING TO WEAR. Name or request the class to name other clothing.
         b. TRANSPORTATION IS SOMETHING TO RIDE. Request the class to name other transportation.
         c. FOOD IS SOMETHING TO EAT. Request the class to name other foods.
         d. AN APPLIANCE IS SOMETHING TO USE. Request the class to name other appliances.
      3. Reinforcement
         a. For each correct response, reinforce with a chip.
         b. For an incorrect response, make correction.
      4. Say, "GIVE ME (NAME CATEGORY), (NAME OF CHILD)."
         a. For an incorrect response, direct the command to another child.
         b. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 4), say, "TELL THE CLASS WHAT THIS PICTURE IS, (NAME OF CHILD)."
      2. Reinforcement
         a. For a correct response (either name of object or

category), reinforce with a chip or two chips for both category and name of object.
    b. For an incorrect response, make correction by identifying the name of object and the category.

II. Listening Time
1. Position the pre-recorded tape at the beginning of the second section (approximate reading 60 on tape recorder).
2. Provide each child with a laminated student card, or where inadvisable for each child to have a card, show one card to the class. Allow time for examination of the indoor-side of the card.
3. Say, "TODAY AS YOU HEAR SOUNDS IN DAN'S HOUSE, PUT YOUR FINGER ON THE OBJECT WHICH MAKES THE SOUND."
4. Begin playing the tape (beginning with the second section). In those classes where each child has a card each child should respond by pointing to the object making the sound. If only one card is used, ask one child to point. Then the teacher, who has a student card, will point to the correct response. Say, "IS (NAME OF CHILD) POINTING TO THE SAME PICTURE AS I AM POINTING?"
5. Reinforcement -
    a. For each correct response, reinforce with a chip.
    b. For incorrect response, make correction.

III. Activity Time
1. Demonstrate several actions which produce sounds, such as, closing a door or drawer; sweeping with a broom; ringing a bell; knocking on the table with hand or object; clapping hands, etc.
2. Following each action, say, "WHAT DID YOU HEAR, (NAME OF CHILD)?"
3. Reinforcement -
    a. For an incorrect response, repeat the action, but call on another child.
    b. For a correct response, reinforce with a chip.
4. In order to make the task more difficult, request the children to close their eyes, while the sound is being produced.
5. As time permits, allow class members to think of actions to produce sounds, then to call on someone to guess what made the sound.
6. Any sounds heard during this portion of the class, might be identified.

Lesson Plan - Low Level
Lesson #184

Date:____________________

Purpose: 1. Recall of events and identification of similar events to indoor sounds and objects.
2. Identification of pictured rooms.
3. Identification and pantomiming activities.

Materials: Follow Through With Sounds--laminated student cards;

Opaque paper large enough to cover the student card or the Instructional Transparency; Instructional Transparency (optional); Overhead Projector (optional); Materials for reinforcement.

I. Vocabulary Building Time
  A. Recognition
    1. Present the laminated student card (or Instructional Transparency on the Overhead Projector). Name the rooms--Dan's bedroom, bathroom, baby's bedroom, kitchen, dining room, living room.
    2. Say, "POINT TO THE (NAME OF ROOM), (NAME OF CHILD)."
      a. For an incorrect response, direct the instruction to another child.
      b. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (A, 2), say, "TO WHAT ROOM DID YOU POINT?"
    2. Reinforcement
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.

II. Conversation Time
  1. The questions relating to the different rooms might be directed to the children, relative to one room at a time or to different rooms. For example, all but one room area might be covered, or all of the laminated student card might be exposed; then, direct one of the questions concerning a room to a child.
  2. Use the following questions for discussion. All questions for all children may not be suitable.
    A. Bedroom Scene
      a. WHAT ARE THE NAMES OF THE OBJECTS IN THE ROOM?
      b. WHAT ARE SOME WAYS THAT DAN'S MOTHER COULD HAVE AWAKENED HIM?
      c. WHAT ARE SOME WAYS YOU ARE AWAKENED IN THE MORNING?
    B. Bathroom Scene
      a. WHAT SOUND WAS HEARD IN THIS ROOM?
      b. WHAT OTHER OBJECTS IN THE BATHROOM MIGHT MAKE A SOUND?
      c. HOW MIGHT DAN BE FEELING AS HE BRUSHES HIS TEETH? (IN A HURRY? HAPPY? - BECAUSE HE LIKES THE TASTE OF THE TOOTHPASTE? UNHAPPY? - BECAUSE HE DOESN'T LIKE TO BRUSH HIS TEETH?)
      d. WHY DOES DAN BRUSH HIS TEETH?
    C. Baby's Bedroom
      a. WHAT SOUND WAS HEARD IN THIS ROOM?
      b. WHY MIGHT THE BABY CRY?
      c. WHAT COULD DAN DO TO STOP THE BABY FROM CRYING? (PAT HIM? TALK TO HIM? MAKE HIS CRIB MOVE? SHOW HIM SOMETHING?)
    D. Kitchen Scene

        a. WHAT SOUNDS WERE HEARD IN THIS ROOM?
        b. NAME THE OBJECTS IN THIS ROOM.
        c. WHAT OTHER SOUND MIGHT BE HEARD IN THE KITCHEN?
    D. Dining Room Scene
        a. WHAT SOUNDS WERE HEARD IN THIS ROOM?
        b. WHAT OTHER OBJECTS IN THE DINING ROOM WOULD MAKE SOUNDS?
        c. WHAT WORK DID DAN DO IN THIS ROOM?
        d. WHAT WORK DID DAN'S SISTER DO IN THIS ROOM?
        e. WHAT WORK COULD YOU DO IN THIS ROOM?
    F. Living Room Scene
        a. WHAT SOUNDS DID YOU HEAR IN THIS ROOM?
        b. WHAT OBJECTS ARE IN THE LIVING ROOM?
        c. WHAT ARE THE DIFFERENT WAYS TO GET A HOUSE CLEAN?
3. Reinforcement
    a. For each correct response, reinforce with a chip.
    b. Encourage additional responses with appropriate questions.

III. Activity Time (Pantomime)

1. Use the student card, point to the appropriate picture, say, "SHOW WHAT THIS (PERSON) IS DOING (NAME OF CHILD)." POINT TO--
    a. Boy brushing teeth.
    b. Woman using electric beater.
    c. Boy pouring juice.
    d. Girl setting the table.
    e. Woman using the vacuum cleaner.
    f. Boy ringing door chimes.
2. Reinforcement
    a. For each correct response, reinforce with a chip.
    b. For incorrect response, assist in making correction.

Lesson Plan - Low Level
Lesson #185 Date:____________________

Purpose: 1. To recall a sequence of events.
2. Identification of sounds produced in the classroom.
3. Identification of indoor sound and related activities.

Materials: Follow Through With Sounds--Laminated student cards, Instructional Transparency (optional); Overhead Projector (optional); Materials for reinforcement; a bell; a can; a piece of paper; a piece of wood or pencil.

I. Story Time

1. Using the laminated student card (or the instructional transparency, optional), tell a brief story of events as they happened, calling attention to the sound which accompanied the events. Example: The sound of Dan's mother walking. She called Dan to awaken him. The sound of the shower. Dan brushing his teeth. Dan hears the baby crying and he speaks to his baby brother. Dan goes to the kitchen where bacon is frying, coffee is perking. Dan's mother is using the electric beater. Dan pours the juice. Dan's sister sets the table. In the living room the clock ticks. Dan's

mother cleans the rug with the vacuum cleaner. Dan hears the door chimes as his friend is ready for school.

2. Give each child an opportunity to tell part of the story, following the order of the pictures from left to right as the events of the morning proceeded at Dan's home. Remind the class that they are telling the story; so each one will begin telling the story where another child ended his part of the story.
3. Reinforcement
   a. For each correct response, reinforce with a chip.
   b. To encourage additional response, ask questions.
   c. Correct incorrect responses.

II. Activity Time

1. Select two children, have them sit in chairs at the front of the room. Give each child an object with which a sound might be produced.
2. Give each child an opportunity to demonstrate producing a sound with the object.
3. When the demonstration is completed, direct the other children to close their eyes. Point to one of the children with noise makers to produce the sound.
4. Ask for identification of the sound.
   a. If a child identifies the sound correctly, (Example: "That was (name of child) ringing a bell) reinforce with a chip both the one producing the sound and the one identifying; also, the child who guesses correctly, should change places with the child who produced the sound. Also, give the child, now sitting at the front of the room, another sound producing object.
   b. If a child fails to identify the sound, instruct the children to close their eyes and listen for another sound.

III. Listening Time

1. Position the pre-recorded tape at the beginning of the second section (approximate reading 60 on tape recorder).
2. Provide each child with a laminated student card, or where inadvisable for each child to have a card, show one card to the class.
3. Say, "TODAY AS YOU HEAR SOUNDS IN DAN'S HOUSE, PUT YOUR FINGER ON THE OBJECT WHICH MAKES THE SOUND."
4. Begin playing the tape (beginning with the second section). In those classes when each child has a card, each child should respond by pointing to the object making the sound. If only one card is used, ask one child to point. Then the teacher, who has a student card, will point to the correct response. Say, "IS (NAME OF CHILD) POINTING TO THE SAME PICTURE AS I AM POINTING?"
5. Reinforcement-
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #186 Date:________________

Purpose: 1. To identify selected indoor sounds presented in non-sequential order.
2. To teach a comparison as to short and tall.
3. To identify objects with a verbal affirmative or negative answer.

Materials: Follow Through With Sounds--laminated student cards, Instructional Transparency (optional); Overhead Projector (optional); Materials for reinforcement; Pre-recorded tape for indoor sounds; PLDK P-level cards--Cat A-5, Dog A-9, Horse A-13, Elephant A-25, Fish A-27, Rabbit A-32, Shoes C-17, Cake F-3, Apple F-38, Chair H-3.

I. Listening Time
1. Move the Instructional Tape forward to the point the narrator announces, "Game One."
2. Place the Instructional Transparency on the overhead projector (optional), or display a laminated student card. Each child may be provided with student cards, (optional).
3. Play the Game One section of the Instructional Tape. Provide opportunity for each child to point to the object which produced the sound.
4. Reinforcement -
   a. For a correct response, reinforce with a chip.
   b. For incorrect responses, make correction.

II. Activity Time (Comparison)
1. Select two members of the class who are not the same height.
2. Discuss the fact that one child is tall and the other child is taller.
3. Select two other members of the class or perhaps select another child and allow one of the original two to remain for the purpose of comparing their height. Continue this comparison until all children have been compared as to height.
4. Now, select two children (have them stand back to back in front of mirror, (optional) ask, "WHICH ONE IS TALLER?" This question may be directed to one of the two children standing, or to another child in the class.
5. Reinforcement -
   a. For the child who responds correctly, reinforce with a chip and the opportunity to compare his height with another child.
   b. For an incorrect response, make correction.

III. Vocabulary Building Time (Listen and Say)
1. Present and name the ten PLDK Cards--cat, dog, horse, elephant, fish, rabbit, shoes, cake, apple, and chair.
2. While seated in front of the children, present one of the ten pictures, one at a time, say, "WHAT IS THIS PICTURE, (NAME OF CHILD)?"
   a. For each correct response, reinforce with a chip.

   b. For an incorrect response, direct the question to another child.

3. While seated in front of the children, present one of the ten pictures, one at a time, say, "IS THIS A (NAME OF OBJECT), NAME OF CHILD)?" (During this session, phrase the question so that only an affirmative answer is correct).
   a. For an affirmative response, reinforce with a chip.
   b. If a child responds incorrectly, say, "THIS IS A (NAME OF OBJECT), YOU SHOULD HAVE SAID, 'YES'" Then present the question again; however, for a correct response, reinforce with praise, but no chip.
   c. Continue this section as time permits until the children seem to understand the yse of "yes" as an affirmative response.

Lesson Plan - Low Level
Lesson #187 Date:____________

Purpose: 1. To identify through motoric responses selected indoor sounds presented in a non-sequential order.
2. To teach a comparison as to short and tall.
3. To identify objects with a verbal affirmative or negative answer.

Materials: Follow Through With Sounds--Laminated student cards, Instructional Transparency (optional), Pre-recorded tape for indoor sounds; PLDK Level-P cards--Cat A-5, Dog A-9, Horse A-13, Elephant A-25, Fish A-27, Rabbit A-32, Shoes C-17, Cake F-3, Apple F-38, Chair H-3; Materials for reinforcement; Overhead projector (optional); Crayons of the following colors: blue, red, green, brown, and black; Mirror (optional)

I. Listening Time
1. Move the Instructional Tape forward to the point the narrator announces, "Game Two."
2. Place the Instructional Transparency on the overhead projector (optional), or display a laminated student card. Each child may be provided with a student card. (optional)
3. Present and identify the color crayons--blue, red, green, brown, and black. A brief drill might be helpful for the children in identifying colors.
4. Tell the children that as they hear certain sounds on the tape, they are to circle the sound source with the color crayon named by the announcer.
5. Demonstrate circling the object-sound-source as the tape is played. Use either a student card or the instructional transparency on the overhead projector. (optional)
6. Return the Instructional Tape to Game Two. Play one instruction, then give the correct color crayon to a child to circle the object as directed by the tape. The sequence of sound effects is as follows: (a) bacon frying, (b) electric beater, (c) vacuum cleaner, (d) chime of doorbell, and

(e) pouring of juice into glass.

7. Reinforcement -
   a. Reinforce a correct response with a chip.
   b. For an incorrect response, assist in making a correct response.

II. Activity Time (Comparison)
   1. Select two children who are not the same height.
   2. Discuss the fact that one child is tall and the other child is taller.
   3. Select two other children or perhaps select another child and allow one of the original two children to remain for the purpose of comparing their height. Continue this comparison until all children have been compared as to height.
   4. Select two children, have them stand back to back in front of a mirror (optional), ask, "WHICH ONE IS TALLER?" This question may be directed to one of the two children standing, or to another child in the class.
   5. Reinforcement -
      a. For the child who responds correctly, reinforce with a chip and the opportunity to compare height with another child.
      b. For an incorrect response, make correction.

III. Vocabulary Building Time
   1. Present and name the ten PLDK Cards--cat, dog, horse, elephant, fish, rabbit, shoes, cake, apple, and chair.
   2. Present the ten cards, one at a time, say, "WHAT IS THIS PICTURE, (NAME OF CHILD)?"
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, direct the question to another child.
   3. Present the ten cards, one at a time, making the following statements:
      a. CAT. "IS THIS ANIMAL A CAT? YES, THIS ANIMAL IS A CAT."
      b. CAT. "IS THIS ANIMAL A DOG? NO, THIS ANIMAL IS A CAT."
      c. DOG. "IS THIS ANIMAL A DOG? YES, THIS ANIMAL IS A DOG."
      d. DOG. "IS THIS ANIMAL A HORSE? NO, THIS ANIMAL IS A DOG."
      e. HORSE. "IS THIS ANIMAL A HORSE? YES THIS ANIMAL IS A HORSE."
      f. HORSE. "IS THIS ANIMAL AN ELEPHANT? NO, THIS ANIMAL IS A HORSE."
      g. ELEPHANT. "IS THIS ANIMAL AN ELEPHANT? YES, THIS ANIMAL IS AN ELEPHANT."
      h. ELEPHANT. "IS THIS ANIMAL A RABBIT? NO, THIS ANIMAL IS AN ELEPHANT."
      i. RABBIT. "IS THIS ANIMAL A RABBIT? YES, THIS ANIMAL IS A RABBIT."
      j. RABBIT. "IS THIS ANIMAL A FISH? NO, THIS ANIMAL IS A RABBIT."
      k. FISH. "IS THIS A FISH? YES, THIS IS A FISH."
      l. FISH. "IS THIS A SHOE? NO, THIS IS A FISH."
      m. SHOES. "ARE THESE SHOES? YES, THESE ARE SHOES."
      n. SHOES. "IS THIS CAKE? NO, THESE ARE SHOES."

   o. CAKE. "IS THIS FOOD CAKE? YES, THIS FOOD IS CAKE."
   p. CAKE. "IS THIS FOOD AN APPLE? NO, THIS FOOD IS CAKE."
   q. APPLE. "IS THIS FOOD AN APPLE? YES, THIS FOOD IS AN APPLE."
   r. APPLE. "IS THIS FOOD A CHAIR? NO, THIS FOOD IS AN APPLE."
   s. CHAIR. "IS THIS FURNITURE A CHAIR? YES, THIS FURNITURE IS A CHAIR."
   t. CHAIR. "IS THIS FURNITURE A TABLE? NO, THIS FURNITURE IS A CHAIR."

4. Following a statement made by the teacher, the class may be encouraged to repeat the statement in unison. For acceptable responses, reinforce with a chip.
5. As a drill, cover the material in section (III, 3) by presenting a picture and phrasing a question from this section.
   a. For a correct response of "yes" or "no," reinforce with one chip.
   b. For a correct response using a sentence, reinforce with two chips.
   c. For an incorrect response, make correction, or direct the question to another child.

Lesson Plan - Low Level
Lesson #188 Date:____________________

Purpose: 1. To identify through motoric responses selected indoor sounds presented in a non-sequential order.
2. To teach a comparison as to short and tall.
3. To identify objects with a verbal affirmative or negative answer.

Materials: Same as Lesson #187

I. Listening Time
   1. Move the Instructional Tape forward to the point the narrator announces, "GAME TWO."
   2. Place the Instructional Transparency on the overhead projector (optional), or display a laminated student card. Each child may be provided with a student card. (optional)
   3. Present and identify the color crayons--blue, red, green, brown, and black. A brief drill might be helpful for identifying colors.
   4. Tell the children that as they hear certain sounds on the tape, they are to circle the sound source with the crayon named by the announcer.
   5. As the tape is played, demonstrate circling the object-sound-source. Use either a student card or the instructional transparency on the overhead projector (optional).
   6. Return the Instructional Tape to Game Two. Play one instruction, then allow a child to select the correct color crayon from two or three of the crayons to circle the object as directed by the tape. See Lesson #187, section (1, 6) for sequence of sounds.
   7. Reinforcement -
      a. Reinforce each correct response (crayon selection and object

circling) with a chip.
b. For an incorrect response, assist in making a correct response.

II. Activity Time (Comparison)
1. Select two children who are not the same height.
2. Discuss the fact that one child is tall and the other child is not as tall.
3. Select another child to compare the height of the two children. Continue this comparison until all children have been compared as to height.
4. Select two children, have them stand back to back in front of a mirror (optional), ask, "WHICH ONE IS NOT AS TALL, (NAME OF CHILD)?"
5. Reinforcement -
   a. For the child who responds correctly, reinforce with a chip and the opportunity to compare height with another child.
   b. For an incorrect response, make correction.

III. Vocabulary Building Time
1. Present and name the ten PLDK Cards--cat, dog, horse, elephant, fish, rabbit, shoes, cake, apple, and chair.
2. Present the ten cards, one at a time, say, "WHAT IS THIS PICTURE, (NAME OF CHILD)?"
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, direct the question to another child.
3. Present the ten cards, one at a time, making the statements as used in Lesson #187, (III, 3).
4. Following a statement made by the teacher, the class may be encouraged to repeat the statement in unison. For acceptable responses, reinforce with a chip.
5. As a drill, cover the material in section (III, 3) by presenting a picture and phrasing a question that should be answered with "yes" and a question that should be answered with "no."
   a. For a correct response of "yes" or "no," reinforce with one chip.
   b. For a correct response using a sentence, reinforce with two chips.
   c. For an incorrect response, direct the question to another child. When a correct response has been given, stress the correct answer; so that, the child or children who have responded incorrectly will hear the correct answer and be encouraged to repeat the correct response.

Lesson Plan - Low Level Date:__________________
Lesson #189

Purpose: 1. To identify through motoric responses, selected Indoor Sounds thatare presented in a non-sequential order.
2. Comparing and matching heavy and light weight.
3. To identify objects with a verbal affirmative or negative answer.

Materials: Follow Through With Sounds--laminated student cards, Instructional Transparency (optional); Pre-recorded tape for indoor sounds; PLDK Level P cards--sheep A-20, pig A-16, Dress C-3, shirt C-15, potatoes F-22, cake F-3, table H-16, stove H-15, ball T-2, and doll T-8; Materials for reinforcement; from the Laradon Hall Weight Set select the two heavy and the two light weight boxes.

I. Listening Time
   1. Move the Instructional Tape for Indoor Sounds forward to the announcement of "Game Three."
   2. On the chalk board, draw the following pattern shapes: a circle, a square, a triangle, a line, and an "X." These should be drawn at a height to provide space for a child to reproduce the shape below the pattern.
   3. Give a child a piece of chalk, point to one of the shapes, say, "DRAW A (SHAPE) LIKE THIS, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, assist the child with drawing the shape requested.
   4. Tell the class they are going to listen to some sounds at Dan's house.
   5. Using either a laminated student card or the Instructional Transparency with the Overhead Projector, demonstrate the following of instructions given while playing the pre-recorded tape, "Game Three."
   6. Return the Instructional Tape to the beginning of "Game Three."
   7. Play one instruction of Game Three, say, "DO WHAT THE MAN SAID, (NAME OF CHILD)."
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, assist in making correction. The assistance might include: (1) repeating the instruction as given on the tape, (2) asking which shape should be used, or (3) guiding the child's hand while drawing the shape.

II. Activity Time (Matching)
   1. Using the two heavy and the two light weight boxes from the Laradon Hall Set, allow each child to find the "like" heavy weight boxes and the "like" light weight boxes.
   2. While the children close their eyes, mix the boxes, then say, "GIVE ME THE TWO HEAVY BOXES, (NAME OF CHILD."
      a. For a correct response, reinforce with a chip and praise, such as, "YES THESE ARE THE HEAVY BOXES."
      b. For an incorrect response, make correction.
   3. Repeat (II, 2) asking for the light boxes.

III. Vocabulary Building Time
   A. Recognition
      1. Present the ten pictures, as follows:
         a. Sheep and pig. "THESE ARE PICTURES OF ANIMALS. THIS IS A SHEEP. THIS IS A PIG."
         b. Dress and shirt. "THESE ARE PICTURES OF CLOTHING.

THIS IS A DRESS. THIS IS A SHIRT."

    c. Cake and potatoes. "THESE ARE PICTURES OF FOOD. THIS IS CAKE. THESE ARE POTATOES."
    c. Stove and table. "THESE ARE PICTURES OF KITCHEN FURNITURE. THIS IS A STOVE. THIS IS A TABLE."
    d. Ball and doll. "THESE ARE PICTURES OF TOYS. THIS IS A BALL. THIS IS A DOLL."
  2. Request two pictures by categories. Example, say, "GIVE ME TWO PICTURES OF ANIMALS, (NAME OF CHILD)."
    a. For a correct response, reinforce with praise and proceed to Expression.
    b. For an incorrect response, assist with correction when the child appears to be in doubt; but if the child should appear to be attempting to get attention, direct the question to another child.

B. Expression
  1. Following a correct response to (III, 2), say, "WHAT ARE THESE TWO PICTURES, (NAME OF CHILD)?"
  2. Reinforcement -
    a. For each correct response (name of category and names of pictures), reinforce with a chip.
    b. For an incorrect response, make correction.
    c. Affirmative or negative identification.
      1. Present the two cards, one at a time, making statements following the procedure in Lesson #187, Vocabulary Building Time III. Example: Sheep. "IS THIS ANIMAL A SHEEP? YES, THIS ANIMAL IS A SHEEP."
      Sheep. "IS THIS ANIMAL A PIG? NO, THIS ANIMAL IS A SHEEP."
      2. Reinforce according to Lesson #187, Vocabulary Building Time III.

Lesson Plan - Low Level
Lesson #190 Date:____________________

Purpose: 1. To identify through motoric responses, selected Indoor Sounds that re presented in a non-sequential order.
2. Comparing and matching heavy and light weight.
3. To identify objects with a verbal affirmative or negative answer.

Materials: Same as Lesson #189, plus two medium weight boxes from the Laradon Hall Weight Set.

I. Activity Time (Matching)
  1. Using the three sets (light, medium and heavy weights) of weights from the Laradon Weight Set, allow each child to find the "like" pairs of weight boxes.
  2. While the children close their eyes, mix the boxes, then say, "GIVE ME THE TWO (WEIGHT) BOXES, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip and praise, such as, "YES, THESE ARE THE (WEIGHT) BOXES."

b. For an incorrect response, make correction.

II. Vocabulary Building Time
  A. Recognition
    1. Present the ten pictures (sheep, pig, dress, shirt, cake, potatoes, stove, table, ball, and doll) as in Vocabulary Time, Lesson #189.
    2. Request two pictures by categories. Example: Say, "GIVE ME TWO PICTURES OF FOOD, (NAME OF CHILD)."
      a. For a correct response, reinforce with praise and proceed to Expression.
      b. For an incorrect response, assist with correction when the child appears to be in doubt, but if the child should appear to be attempting to get attention, direct the question to another child.
  B. Expression
    1. Following a correct response to (II, 2), say, "WHAT ARE THESE TWO PICTURES, (NAME OF CHILD)?"
    2. Reinforcement
      a. For each correct response (name of category and names of pictures), reinforce with a chip.
      b. For an incorrect response, make correction.
  C. Affirmative or negative identification
    1. Present the ten cards, one at a time, making statements following the procedure in Lesson #187, Vocabulary Building Time III. Example: Table. "IS THIS FURNITURE A TABLE? YES, THIS FURNITURE IS A TABLE." Table. "IS THIS FURNITURE A STOVE? NO , THIS FURNITURE IS A TABLE."
    2. As a drill, present the ten pictures, one at a time, and phrase a question to be answered with "yes" or "no."
    3. Reinforcement -
      a. For a correct response of "yes" or "no," reinforce with one chip.
      b. For a correct response using a sentence, reinforce with two chips.
      c. For an incorrect response, make correction, or direct the question to another child.

III. Listening Time
  1. Move the Instructional Tape for Indoor Sounds forward to the announcement of 'Game Three."
  2. On the chalk board, draw the following pattern shapes: a circle, a square, a triangle, a line, and an "X." These should be drawn at a height to provide space for a child to reproduce the shape below the pattern.
  3. Give a child a piece of chalk, point to one of the shapes, say, "DRAW A (SHAPE) LIKE THIS, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, assist the child with drawing the shape requested. This might be done by guiding the child's hand or by providing another figure to be traced.
  4. Tell the class they are going to listen to some sounds at Dan's

house.

5. Using either a laminated student card or the Instructional Transparency with the Overhead Projector, demonstrate the following of instructions given while playing the pre-recorded tape, "Game Three."
6. Return the Instructional Tape to the beginning of"Game Three."
7. Play one instruction of Game Three, say, "DO WHAT THE MAN SAID, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, assist in making correction. The assistance might include:
        (1) repeating the instruction as given on the tape,
        (2) asking which shape should be used, or
        (3) guiding the child's hand while drawing the shape.

Lesson Plan - Low Level
Lesson #191 Date:__________________

Purpose:
1. Identification of pictures related to outdoor sounds and related activities.
2. Attending to sounds and story.

Materials: Tape recorder; Materials for reinforcement; PLDK #1 pictures--A-48, B-3, B-2, A-41, A-27, M-34, A-46, U-24, U-31, U-22, T-12; Pictures from other sources--door, birds singing, baseball landing in glove, jack-hammer, car horn, jet plane (sonic boom), school bell ringing; Materials from Follow Through With Sounds--Pre-recorded Tape for Indoor Sounds.

I. Vocabulary Building Time
   A. Recognition
      1. Present and name six pictures--Door, Footsteps A-48, Dog B-3, Cat B-2, Roller skates A-41, Dry leaves A-27.
      2. Say, "POINT TO (PICTURE), (NAME OF CHILD)."
         a. For an incorrect response, request the same action from another child.
         b. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (A, 2), say, "WHAT IS THIS PICTURE?"
      2. For a correct response, reinforce with a chip.
      3. For an incorrect response, make correction.
   C. Recognition
      1. Present and name six pictures--tree (wind blowing through tree branches) M-34, birds singing, baseball game (A-46, baseball landing in glove), ambulance siren (U-24), diesel train (U-31).
      2. Say, "POINT TO (PICTURE), (NAME OF CHILD)."
         a. For an incorrect response, request the same action from another child.
         b. For a correct response, reinforce with praise and proceed to Expression.

D. Expression
   1. Following a correct response (C, 2), say, "WHAT IS THIS PICTURE?"
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction.

E. Recognition
   1. Present and name seven pictures--train loading and starting U-31, truck tires on pavement U-22, whistle T-12, jack-hammer, car horn, jet plane (sonic boom), school bell ringing.
   2. Say, "POINT TO (PICTURE), (NAME OF CHILD)."
      a. For an incorrect response, request the same action from another child.
      b. For a correct response, reinforce with praise and proceed to Expression.

F. Expression
   1. Following a correct response (E, 2), say, "WHAT IS THIS PICTURE?"
   2. For a correct response, reinforce with a chip.
   3. For an incorrect response, make correction.

II. Listening Time
   1. Arrange the pictures in order, as follows: Door, Boy's footsteps A-48, Dog growling B-3, Phhht of a cat B-1, Yip-Yip of a dog (use B-3, also), Meowing cat (use B-2, also), Roller skates A-41, Walking through dry leaves A-27, Wind blowing through tree branches M-34, Birds singing, Baseball game A-46, Baseball landing in glove, Ambulance siren U-24, Diesel Train U-31, Train loading and starting (use U-31, also), Jack-hammer, Truck tires on pavement U-22, Car horn, Sonic boom (jet plane), Whistle T-12, School bell ringing.
   2. Position the pre-recorded tape for outdoor sounds on the tape recorder.
   3. Prepare the children to listen to the story about outdoor sounds. "TODAY, WE ARE GOING TO HEAR A STORY ABOUT DAN AND HIS FRIEND JACK AS THEY WALK FROM DAN'S HOUSE TO SCHOOL. AS DAN AND JACK GO TO SCHOOL, THEY HEAR MANY SPECIAL OUTDOOR SOUNDS. LET'S LISTEN NOW AS DAN'S DOORBELL RINGS AND DAN AND JACK GO TO SCHOOL."
   4. Encourage the children to listen as the tape plays, begin playing the recording. Present one card at a time to coincide with the sound and the recorded narrative as listed:
      a. Door slamming (Explain and/or demonstrate the slamming of a door).
      b. Boy's footsteps (boy walking).
      c. Dog growling (explain the sound).
      d. Phhht of a cat (explain the sound).
      e. Yip-yip of a dog (explain the sound).
      f. Meowing cat (explain the sound).
      g. Roller skates
      h. Walking through dry leaves (explain)
      i. Wind blowing through tree branches

    j. Birds singing
    k. Baseball game
    l. Baseball landing in glove
    m. Ambulance siren
    n. Diesel train
    o. Train loading and starting (Explain that one picture will be used for two sounds).
    p. Jack-hammer
    q. Truck tires on pavement
    r. Car horn
    s. Sonic boom (jet plane)
    t. Whistle
    u. School bell ringing
5. Play the first section of the tape until all of the aforementioned sounds and story have been completed.
6. Reinforcing - For spontaneous correct responses or attention, reinforce with a chip.

Lesson Plan - Low Level
Lesson #192 Date:________________

Purpose: 1. Classification
2. Discrimination of sounds
3. Through motoric responses, identification of outdoor sounds and related activities.

Materials: Tape recorder; Materials for reinforcement; Materials from Follow Through With Sounds--Pre-recorded Tape from Outdoor Sounds, Laminated student cards, Instructional transparency for Outdoor Sounds (optional); PLDK #1 pictures--Dog (b-3), Cat (B-2), Roller skates (A-41), Baseball game (A-46), Ambulance (U-24), Diesel train (U-31), Truck (U-22); Overhead projector (optional); Two pieces of opaque paper large enough to cover transparency; Ladoca sound matching set.

I. Vocabulary Building Time
  A. Recognition
    1. Present and name the following:
      a. Dog B-3, THIS IS AN ANIMAL.
      b. Cat B-2, THIS IS AN ANIMAL.
      c. Roller Skates A-41, THIS IS ACTION.
      d. Baseball A-46, THIS IS ACTION.
      e. Ambulance U-24, THIS IS TRANSPORTATION.
      f. Diesel train U-31, THIS IS TRANSPORTATION.
      g. Truck U-22, THIS IS TRANSPORTATION.
    2. Discuss each picture and category.
      a. ANIMALS ARE LIVING THINGS THAT WALK. NAME OR REQUEST THE CLASS TO NAME OTHER ANIMALS IN ADDITION TO A CAT AND A DOG.
      b. ACTION IS DOING SOMETHING. Name or request the class to name other action in addition to walking and playing baseball.
      c. TRANSPORTATION IS SOMETHING TO RIDE. Name or request the class to name other action in addition to a train

and a truck.

3. Reinforcement
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, make correction.
4. Say, "GIVE ME (NAME CATEGORY), (NAME OF CHILD)."
    a. For an incorrect response, direct the command to another child.
    b. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
1. Following a correct response (A, 4), say, "TELL THE CLASS WHAT THE PICTURE IS, (NAME OF CHILD)."
2. Reinforcement
    a. For a correct response (either name of object or category), reinforce with a chip, or for both category and name, reinforce with two chips.
    b. For an incorrect response, make correction by identifying the name of object and the category.

II. Listening Time
1. Position the pre-recorded tape at the beginning of the outdoor sounds.
2. Place the Instructional Transparency on the overhead projector. Cover the transparency with two pieces of opaque paper.
3. Provide each child with a laminated student card, or where inadvisable for each child to have a card, show one card to the class. Allow time for examination of the outdoor card.
4. Say, "TODAY AS YOU HEAR SOUNDS THAT DAN AND JACK HEARD ON THEIR WAY TO SCHOOL."
5. Begin playing the tape. In those classes where each child has a card, each child should respond by pointing to the object making the sound. If only one card is used, ask one child to point. Then the teacher, who has a student card or the transparency on the overhead projector, will point to the correct response. Say, "IS (NAME OF CHILD) POINTING TO THE SAME PICTURE AS I AM POINTING?"
6. Reinforcement -
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, make corrections.

III. Activity Time
1. Select three pairs of containers from the Ladoca Sound Set. Select the three sets which are most different as to sound.
2. Demonstrate how two of the containers will produce like sounds and how two others will produce unlike sounds. Provide each child with an opportunity to produce and hear the like and unlike sounds.
3. While the children close their eyes, mix the containers. Say, "OPEN YOUR EYES."
4. Say, "FIND THE BOXES WHICH SOUND ALIKE, (NAME OF CHILD)." (For lower functioning children, decrease the task by using two pairs of containers. For higher functioning children, in-

crease the task to four or more pairs of containers.)

5. Reinforcement -
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, call on another child.

Lesson Plan - Low Level
Lesson #193 Date:________________

Purpose: 1. Classification
2. Through Motoric responses, identification of outdoor sounds and related activities.
3. Discrimination of sounds.
4. To recall events similar to those associated with events illustrated on the Outdoor picture.

Materials: Tape recorder, Materials for reinforcement; Materials from Follow Through With Sounds--Pre-recorded Tape from Outdoor Sounds; Laminated student cards, Instructional transparency for Outdoor Sounds (optional); PLDK #1 pictures--Dog (B-3), Cat (B-2), Roller skates (A-41), Baseball game (A-47), Ambulance (U-24), Diesel train (U-31), Truck (U-22); Overhead projector (optional); Two pieces of opaque paper large enough to cover transparency; Ladoca sound matching set.

I. Vocabulary Building Time
Repeat this section of Lesson No. 192.

II. Listening Time
Repeat this section of Lesson No. 192.

III. Activity Time
Repeat this section of Lesson No. 192, increasing the task difficulty by using as many containers as each individual can match.

IV. Memory Time
1. Place the transparency on the overhead projector, keeping it covered with the two pieces of paper. (Optional). Or, show a laminated student card.
2. Show that portion of the outdoor picture related to the questions, as follows:
   a. WHAT IS THE FIRST SOUND HEARD WHEN DAN AND JACK LEFT DAN'S HOUSE?
   b. WHAT SOUNDS DID THE DOGS MAKE?
   c. WHAT SOUNDS DID THE CATS MAKE?
   d. WHAT ARE THESE CHILDREN DOING THAT WOULD MAKE SOUNDS? (Show the section of roller skating).
   e. SHOW HOW YOU WOULD ROLLER SKATE.
   f. WHAT SOUNDS DID YOU HEAR AT THE BALL GAME?
   g. WHAT SOUND DID JACK AND DAN HEAR FROM THIS OBJECT? (Point to ambulance).
   h. WHAT SOUNDS DID JACK AND DAN HEAR COMING FROM THIS TRANSPORTATION? (Point to the train).
   i. WHAT KIND OF A SOUND CAME FROM THIS OBJECT? (Point to

jack-hammer).
   j. WHAT SOUND DID YOU HEAR FROM THIS OBJECT? (Truck)
   k. WHAT KIND OF SOUND DID YOU HEAR WITH THIS PICTURE? (Policeman with whistle)
3. Reinforcement
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #194 Date:______________

Purpose: 1. To match projected object with a like object on a card.
2. To imagine a sequence of events and to associate the appropriate sounds with each event.
3. To verbally identify and to associate sounds with the sound sources; also, to generalize about sounds.
4. Listen to a story and supply the sound of objects in the story.

Materials: Instructional transparency for Outdoor Sounds; Laminated Student Cards; Pre-recorded tape for Outdoor Sounds; Overhead projector; Materials for reinforcement; a pencil or small pointer; PLDK #1 pictures--Footsteps A-48, Dog B-3, Cat B-2, Truck U-22, Whistle T-12.

I. Matching Time
   1. Place the Transparency for Outdoor Sounds on the overhead projector.
   2. Give each child a laminated card, or give a card to a child as that child is requested to find an object.
   3. Using a pointer, point to an object in the projected picture, say, "FIND THIS OBJECT ON YOUR CARD, (NAME OF CHILD)." The degree of difficulty may be decreased or increased by (a) blocking out sections of the projected picture; (b) naming the object; (c) naming the category of the object; (d) teaching with reference to the student cards, "THIS IS A CARD."
   4. Reinforcement -
      a. For a correct response of matching, reinforce with a chip.
      b. For an incorrect response, assist in making the correction.

II. Thinking Time
   1. Place the Transparency for Outdoor Sounds on the overhead projector.
   2. Give each child a laminated card, or provide a child with a card as the request is directed to that child.
   3. Provide a simple statement concerning what might have been the next event in the picture, as follows:
      a. THE DOG AND/OR THE CAT RAN AROUND THE HOUSE.
      b. THE BOY OR THE GIRL ON ROLLER SKATES FELL DOWN.
      c. THE BALL PLAYER HIT A BALL OVER THE FENCE.
      d. THE AMBULANCE TOOK A BOY TO THE DOCTOR (OR HOSPITAL).
      e. THE MAN DUG A HOLE WITH THE JACK-HAMMER.
      f. THE TRUCK STOPPED AT A STOP SIGN.

    g. THE POLICEMAN BLEW HIS WHISTLE, HELD UP HIS HAND, AND THE CARS STOPPED.
4. Point to a picture, say, "WHAT HAPPENED NEXT, (NAME OF CHILD)?"
5. Reinforcement -
    a. For any correct response (if one given in section II, 3 or original), reinforce with a chip.
    b. For an incorrect response, encourage correct response with question or make correction.

III. Listening Time

1. Move the Instructional Tape to the point where the first outdoor session ended.
2. Place the Transparency on the overhead projector. Distribute the student cards for Outdoor Sounds (optional).
3. Tell the children that they will hear some sounds which Dan and Jack heard on their way to school. They are to tell what sounds they hear, and to name similar sounds.
4. List of sounds: (a) Dog growling, (b) Phhht of a cat, (c) Yip-yip of dog, (d) Meowing cat, (e) Fade out dog and cat, (f) Roller skates on pavement, (g) Birds singing, (h) Ambulance siren, (i) Diesel train, (j) Diesel pulling out of station, (k) Police whistle, (l) School bell.
5. Play the section of tape, providing time for response by stopping the tape recorder when necessary.
6. After playing a section, request a child to answer the question asked on the tape.
7. Reinforcement -
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, make correction.
8. The first time the tape is played, provide instruction as necessary in naming similar sounds.

IV. Activity Time (Listening and Doing)

1. Arrange the PLDK pictures in order to tell a simple story as follows:
    a. WE ARE LISTENING VERY QUIETLY AND WE HEAR SOMEONE WALKING. WALKING SOUNDS LIKE KLOP-KLOP-KLOP-KLOP.
    b. WE HEAR A BIG DOG. HE SOUNDS LIKE BOW-WOW, BOW-WOW.
    c. WE HEAR A LITTLE DOG. HE SOUNDS LIKE YIP-YIP-YIP.
    d. WE HEAR A TRUCK AND IT MAKES A SOUND LIKE RRRrrrr.
    e. THEN A POLICEMAN WHISTLES FOR THE TRUCK TO STOP. HIS WHISTLE SOUNDS LIKE--(Make a whistle sound).
2. Explain to the class that you will tell the story again. When you come to the part about the sound, they are to make the sound.
3. Reinforcement -
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #195 Date:________________

Purpose: 1. To verbally and motorically identify selected Outdoor Sounds that are presented in a non-sequential order.
2. To verbally identify noise-making objects.
3. To develop the visual ability to note similarities and differences of colors.

Materials: Instructional transparency for Outdoor Sounds; Laminated Student Cards; Pre-recorded tape for Outdoor Sounds; Overhead projector; Materials for reinforcement; a pencil or small pointer; Noise-making objects--a ball, a xylophone (from P-Level Kit); Ladoca Colored Yarn Set.

I. Listening Time
1. Move the Instructional Tape to the point where the narrator announces, "Game One."
2. Place the Instructional Transparency on the Overhead projector. Distribute the student cards for Outdoor Sounds (optional).
3. Tell the children that they will hear some sounds, and they are to point to the object which would make that sound.
4. Play the tape (Game One). The sounds will be presented as follows:
(a) Walking through Dry leaves
(b) Sound of ambulance
(c) Jack-hammer breaking pavement
(d) Whisper and creak of old oak trees
(e) Phhht of cat
5. After hearing the sound, provide opportunity for a child or the children to point to the object as instructed by the narrator.
6. Reinforcement -
a. For a correct response, reinforce with a chip, praise, and pointing to the correct object on the transparency.
b. For an incorrect response, make correction.

II. Activity Time (Listening)
1. Place the noise-making object on a table--bell, glass, paper, book, ball and xylophone.
2. Produce a noise with each object by moving or striking it.
3. After the children have identified each noise with their eyes open, repeat the activity with their eyes closed.
4. To increase the difficulty, produce two or more sounds for a child to identify all sounds heard.
5. Reinforcement -
a. For each correct response, reinforce with a chip and praise.
b. For an incorrect response, make correction or direct the request to another child.

III. Activity Time (Matching)
1. Using the Ladoca Colored Yarn Set, introduce a few of the most contrasting colors first.
2. Hang the color skeins on the nails of the rack.
3. Demonstrate putting matching skeins on the matching colors of

the rack.

4. Begin by naming and giving a color skein to a child, say, "MATCH THE (COLOR) YARN, (NAME OF CHILD)."
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, direct the same request to another child.
5. The task may be increased to several colors being given to a child, or the child may be instructed to select the color to be matched; also, the shadings of the colors may be introduced.

Lesson Plan - Low Level
Lesson #196 Date:________________

Purpose: 1. To identify through motoric responses selected Outdoor Sounds that are presented in a non-sequential order.
2. To remember sounds the children heard as they came to class.
3. To develop the visual ability to note similarities and differences of colors.

Materials: Instructional Transparency for Outdoor Sounds; Laminated Student Cards; Pre-recorded tape for Outdoor Sounds; Overhead projector; Materials for reinforcement; a pointer; Ladoca Colored Yarn Set; Crayons--blue, red, green, brown, and black; PLDK, P-level cards--Cat A-5, Dog A-9, Duck A-10, Lamb A-15, Gun T-13.

I. Listening Time

1. Move the Instructional Tape forward to the point where the narrator announces, "Game Two."
2. Place the Instructional Transparency on the overhead projector. Distribute the student cards to the children (optional).
3. Place the crayons (blue, red, green, brown, and black) on a surface. A brief exercise for reviewing identification and naming the crayon colors should prove helpful for this section. If all the members of a class can identify all five colors, then each child may be provided with a student card and five crayons (optional).
4. Tell the children that as they hear a certain sound on the tape, they are to circle the sound source with the color indicated by the announcer. Demonstrate and provide opportunity for each child to draw a circle.
5. Depending upon the ability of a class, the class may respond to the instruction of the announcer or individual children may be called upon to respond. In classes where children cannot identify the colors, select the correct color for the child.
6. Play the tape. Sounds are presented in the following sequence:
    a. Cat meowing
    b. Roller skates on pavement
    c. Birds singing
    d. Diesel train approaching station and grinding to halt
    e. Baseball game, sand lot, crack of bat.

7. Reinforcement -
    a. For each correct response (selecting the color, and circling the correct object), reinforce with a chip.
    b. For an incorrect response, make correction.

II. Memory Time

1. Using the PLDK pictures (cat, dog, duck, lamb, and gun), tell a brief story about sounds you heard coming to class today. Example: "ON MY WAY TO CLASS, I HEARD A CAT MEOWING." (Class imitate the sound). THEN, I HEARD A DUCK QUACKING. (Imitate sound). THEN, I SAW A LITTLE LAMB, AND HE MADE THE SOUND BA-BA. (Imitate sound). NEXT, I SAW A BOY WITH A GUN. THE GUN MADE A SOUND, BANG-BANG.
2. For a child who can, provide opportunity for that child to tell the story. Encourage the child to produce the sentence, "ON MY WAY TO CLASS, I HEARD A ________ ________." Then have the class imitate the sound. Encourage the child telling the story to direct the class imitating the sound.
3. For children, who are unable to tell the story, decrease the difficulty by giving them a picture to tell--"ON MY WAY TO CLASS, I HEARD A ________ ________." Encourage sentences.
4. Reinforcement -
    a. For correct responses, reinforce with chips.
    b. For incorrect responses, make correction.

III. Activity Time (Matching)

A. Identification
    1. Using the Ladoca Colored Yarn Set, name the most contrasting colors. Place a color skein on a nail.
    2. Say, "SHOW THE CLASS (NAME OF COLOR), (NAME OF CHILD)."
        a. For a correct response, reinforce with praise and proceed to Expression.
        b. For an incorrect response, make correction.

B. Expression
    1. Following a correct response (III, A), say, "TELL THE CLASS THE COLOR OF THE YARN, (NAME OF CHILD)." (ENCOURAGE SENTENCE RESPONSES).
    2. Reinforcement -
        a. For a correct response, reinforce with a chip.
        b. For an incorrect response, make correction.

C. Matching
    1. Using the Ladoca Colored Yarn Set, name and place a color skein on each nail.
    2. Place a skein of each color on a table. Tell the children they are to say, "GIVE ME A (COLOR) YARN." For which, they will receive the yarn to match the color on the nail.
    3. Reinforcement -
        a. Following a correct request, provide the yarn and a chip. Following a correct matching, reinforce with praise and a chip.

b. If a child fails to name a color, provide a color skein for matching. If matching is correct, reinforce with praise.

Lesson Plan - Low Level
Lesson #197 Date:______________

Purpose:
1. To identify through motoric responses selected Outdoor Sounds that are presented in a non-sequential order.
2. To reproduce through motoric responses geometric shapes--circle, square, triangle, line, and an "X."
3. To develop the visual ability to note similarities and differences of colors.

Materials: Follow Through With Sounds Materials--Instructional transparency for Outdoor Sounds, Laminated Student Cards, Prerecorded tape for Outdoor Sounds; Overhead Projector; Instructo, Three-dimensional Visual Discrimination Kit materials--large square, large triangle, large circle, large line, large "X"; Ladoca Color Yarn Set; Materials for reinforcement; Pointer; Figures drawn on 7" X 9" Stimulus Cards--(Circle, square, triangle, line and "X"; chalk.

I. Vocabulary Building Time
  A. Recognition
    1. Name and place the plastic geometric shapes (circle, square, triangle, line, and "X" on the overhead projector.
    2. Say, "POINT TO THE (NAME OF SHAPE), (NAME OF CHILD)."
    3. Reinforcement--
      a. For an incorrect response, direct the same request to another child.
      b. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (I, A), say, "TELL THE CLASS WHAT THIS IS."
    2. Reinforcement -
      a. For a correct response, reinforce with praise and a chip.
      b. For an incorrect response, make correction.
  C. Matching
    1. Name and place the stimulus cards with geometric shapes on the chalkboard ledge.
    2. Name and place the plastic geometric shapes on the overhead projector.
    3. Point to one of the shapes on the overhead projector, say, "FIND ONE LIKE THIS, (NAME OF CHILD)." (If necessary indicate by pointing, that selection must come from the cards on the chalkboard ledge.
    4. Reinforcement -
      a. For a correct response, reinforce with a chip. If the shape is correctly named, reinforce with another chip.

b. For an incorrect response, make correction.

II. Listening Time
1. Move the Instructional Tape for Outdoor Sounds forward to the point where the narrator announces, "Game Three."
2. Place the Instructional Transparency on the overhead projector. Distribute the Student Cards, optional in class that the children do not tolerate the cards.
3. Present one of the cards with a geometric shape, say, "DRAW A (NAME OF SHAPE) LIKE THIS, (NAME OF CHILD).
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, assist as little as possible for the child to complete the shape.
4. Tell the class they are to hear some sounds from Dan's house. Then they will draw a shape as the announcer tells them to do.
5. Play the tape. The sounds are as follows: dog growling, large truck rumbling over pavement, policeman's whistle, school bell ringing, and horn of small car.
6. Reinforcement -
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, assist with making correction.

III. Activity Time (Matching)
A. Identification
   1. Using the Ladoca Color Yarn Set, name the colors as the skeins are placed on a nail.
   2. Say, "SHOW THE CLASS (NAME OF COLOR), (NAME OF CHILD)."
      a. For an incorrect response, make correction.
      b. For a correct response, reinforce with praise and proceed to Expression.
B. Expression
   1. Following a correct response (III, A), say, "TELL THE CLASS THE COLOR OF THE YARN, (NAME OF CHILD)." (Encourage sentence responses).
   2. Reinforcement -
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, make correction.
C. Matching
   1. Using the Ladoca Color Yarn Set, name and place a different color skein on each nail.
   2. Hold up a skein, encourage a child to say, "GIVE ME THE (COLOR) YARN." Reinforce by giving the yarn to the child. A variation might be to give each of the other children a different color yarn, then encourage one of the children to ask for a color yarn.
   3. When a child receives a skein, say, "MATCH IT WITH ONE ON THE RACK."
   4. Reinforcement -
      a. For correct responses, reinforce with a chip.
      b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #198 Date:________________

Purpose: 1. To verbally identify sounds and associate them with their sources.
2. To select pictured objects of like categories, but of different appearance in shape and color.

Materials: Follow Through With Sounds materials--Instructional transparencies for Indoor Sounds, Pre-recorded tape for Indoor Sounds, Laminated Student cards; two pieces of opaque paper sufficiently large to cover the entire transparency; Overhead projector; Materials for reinforcements; PLDK Level P pictures--Telephone H-17, Car U-4, Plane U-6, Clock H-5, Boy P-2, Dog A-9; DLM cards--Telephone 1, Car 2, Plane 3, Clock 8, Boy 10, Dog 18.

1. Listening Time
   1. Place the transparency on the overhead projector, keeping the transparency covered with two pieces of paper. Move the Instructional tape to the point where the first Indoor session ended.
   2. Remind the children that you are going to look at the rooms in Dan's house again and hear the sounds in the rooms.
   3. Expose the rooms one at a time beginning in the upper left hand corner of the transparency. Discuss with the children the illustrated event as well as the sound which they recall related to the event. Reinforce spontaneous description or naming of sounds in the illustration.
   4. (Optional) Distribute the Student Cards to the children. Allow the children a few minutes to survey the cards and to discuss any features that they find interesting.
   5. Say, "WE ARE GOING TO LISTEN TO THE SOUNDS IN DAN'S HOUSE. AS YOU HEAR THE SOUND, PUT YOUR FINGER ON THE OBJECT THAT MAKES THE SOUND."
   6. Begin the tape where the first session ended and encourage the children to make appropriate pointing responses. (Identification may be by individually pointing to a student card, or if each child has a student card, then each child will point to the object).
   7. Say, "WHAT MADE THE SOUND, (NAME OF CHILD)?"
   8. Reinforcement -
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, make correction.

II. Matching Time
   1. Name the PLDK pictures (Telephone H-17, Car U-4, Plane U-6, Clock H-5, Boy P-2, Dog A-9) as they are placed on the chalk ledge.
   2. Explain that the children will be shown a card and they are to find one of the pictures on the chalk ledge which looks like the picture shown. Demonstrate, using the picture of a dog #18, say, "IF I SHOW THIS PICTURE, WHICH ONE WOULD YOU

POINT TO ON THE CHALK LEDGE?" Reinforce a correct response and praise by saying, "YES, THIS IS A DOG AND THIS IS A DOG." If no correct response, assist by asking the class to name the picture of a dog, then to point to the picture of a dog on the chalk ledge.

3. Present one of the DLM pictures, say, "POINT TO A PICTURE LIKE THIS, (NAME OF CHILD)."
    a. For an incorrect response, assist by asking what is this picture, then say, "FIND A (NAME OF PICTURE) ON THE CHALK LEDGE." If the response is correct, reinforce with praise. No chip.
    b. For a correct response, reinforce with a chip and praise, say, "YES, THIS IS A (PICTURE) AND THIS IS A (PICTURE)."
4. One child may present the DLM card and request another child to find a picture like it.

III. Describing Time
1. Explain to the class that a child will be shown a picture, then the child is to tell about the picture.
2. Present one of the PLDK cards (telephone, car, plane, clock, boy, dog), say, "TELL ME ABOUT THIS PICTURE, (NAME OF CHILD)."
    a. For each correct response, reinforce with a chip.
    b. To encourage additional responses, ask questions. Reinforce with praise, no chips.
    c. For incorrect responses, make correction.
3. If time is available, point to objects in the room, for a child to describe. Follow the same reinforcement procedure as with the pictures.

IV. Memory Time
1. Explain that pictures will be placed on the chalk ledge; the class will look at the pictures. The pictures will be taken down and a child will put them back like they were.
2. Begin with two or three pictures and gradually increase the task. Name the pictures as they are placed on the chalk ledge.
3. Remove the pictures, place them on a table, say, "PUT THE PICTURES ON THE CHALK LEDGE, AS THEY WERE, (NAME OF CHILD)."
4. Reinforcement -
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, assist in making correction by showing which picture is first, second, etc.

Lesson Plan - Low Level
Lesson #199 Date:____________________

Purpose:
(1) To verbally identify sounds and to associate them with their sources.
(2) To select pictures of like categories, but of different appearance in shape and color.
(3) To describe pictures or objects as to color, use, etc.
(4) To replace a series of pictures in a given order from memory.

Materials: Follow Through with Sound Materials--Instructional Transparencies for Outdoor Sounds, Pre-recorded tape for Outdoor Sounds, Laminated Student cards; two pieces of opaque paper sufficiently large to cover the entire transparency; Overhead projector; Materials for reinforcements; PLDK Level P pictures--Dog A-9, Cat A-5, Woman P-6, Duck A-10, Lamb A-15; DLM cards--Dog 18, Cat 19, Woman 27, Duck 34, Lamb 35.

I. Listening Time
1. Place the Outdoor transparency on the overhead projector, keeping the transparency covered with two pieces of paper. Move the instructional tape to the point where the first Outdoor session ended.
2. Tell the children that they are going to hear some of the sounds that Dan and Jack heard on the way to school.
3. (Optional) Distribute the Student Cards to the children. Allow the children a few minutes to survey the cards and to discuss any features that they find interesting.
4. Say, "WE ARE TO LISTEN TO SOUNDS DAN AND JACK HEARD ON THEIR WAY TO SCHOOL. AS YOU HEAR THE SOUND, PUT YOUR FINGER ON THE OBJECT THAT MAKES THE SOUND."
5. Begin the tape where the first session ended and encourage the children to make appropriate pointing responses. Identification may be by individually pointing to a student card, or if each child has a student card, then each child will point to the object.
6. Say, "WHAT MADE THE SOUND, (NAME OF CHILD)?"
7. Reinforcement--
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

II. Matching Time
1. Name the PLDK pictures (Dog A-9, Cat A-5, Woman P-6, Duck A-10, Lamb A-15) as they are placed on the chalk ledge.
2. Explain that the children will be shown a card and they are to find one of the pictures on the chalk ledge which looks like the picture shown.
3. Present one of the DLM pictures, say, "POINT TO A PICTURE LIKE THIS, (NAME OF CHILD)."

   a. For an incorrect response, assist by asking, "WHAT IS THIS PICTURE", then say, "FIND A (NAME OF PICTURE) ON THE CHALK LEDGE." If the response is then correct, reinforce with praise; no chip.
   b. For a correct response, reinforce with a chip and praise, say, "YES, THIS IS A (PICTURE) AND THIS IS A (PICTURE)."
4. One child may present a DLM card and request another child to find a picture like it.

III. Describing Time
1. Explain to the class that a child will be shown a picture, then the child will tell about the picture.
2. Present one of the PLDK cards (dog, cat, woman, duck, lamb), say, "TELL THE CLASS ABOUT THIS PICTURE, (NAME OF CHILD)."
   a. For each correct response, reinforce with a chip.
   b. To encourage additional responses, ask questions. Reinforce with praise, no chips.
   c. For incorrect responses, make correction.
3. If time is available, point to objects in the room, for a child to describe. Follow the same reinforcement procedure as used with the pictures.

IV. Memory Time
1. Explain that pictures will be placed on the chalk ledge; the class will look at the pictures. The pictures will be removed and a child will replace them as they were.
2. Begin with two or three pictures, then gradually increase the task. Name the pictures as they are placed on the chalk ledge.
3. Remove the pictures, place them on a table (for children who require a more difficult task place one or two pictures which were not on the chalk ledge with the pictures), say, "PUT THE PICTURES ON THE CHALK LEDGE, AS THEY WERE, (NAME OF CHILD)."
4. Reinforcement--
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, assist with making correction by showing which picture is first, second, etc.

Lesson Plan - Low Level
Lesson #200 Date:____________________

Purpose: (1) To select pictures of like categories, but of different appearance in shape and color.
(2) To describe pictures or objects as to color, use, classification, and name.
(3) To replace a series of pictures in a given order from memory.
(4) To develop skills in discrimination of shapes, sizes, and colors.

Materials: Overhead projector; Materials for reinforcements; PLDK Level P pictures--Train U-18, Fire truck U-8, Horse A-13, Whistle T-37, Cow A-8; DLM cards--train 36, fire truck 39, horse 47, whistle 43, cow 44; Instructo 3-Dimensional Visual Discrimination Kit.

I. Matching Time
   1. Name the PLDK pictures (Train, Fire truck, Horse, Whistle, Cow) as they are placed on the chalk ledge.
   2. Explain that the children will be shown a card and they are to find a picture on the chalk ledge like it.
   3. Present one of the DLM pictures, say, "POINT TO A PICTURE LIKE THIS, (NAME OF CHILD)."
      a. For an incorrect response, assist by asking questions. Example: "WHAT IS THIS PICTURE?" "CAN YOU FIND A (NAME OF PICTURE) ON THE CHALK LEDGE?"
      b. For a correct response, reinforce with a chip and praise.
   4. One child may act as "teacher" by presenting a DLM card, then requesting another child to find a picture like it.

II. Describing Time
   1. Explain to the class that a picture will be shown, then a child will tell about the picture as to color, use, classification, and name.
   2. Present one of the PLDK cards (train, fire truck, horse, whistle, cow), say, "TELL THE CLASS ABOUT THIS PICTURE, (NAME OF CHILD)."
      a. For each correct response, reinforce with a chip.
      b. To encourage additional responses, ask questions; reinforce with praise, no chips.
      c. For an incorrect response, make correction.
   3. If time permits, point to objects in the room, for a child to describe. Follow the same reinforcement procedure as used with pictures.

III. Memory Time
   1. Explain that pictures will be placed on the chalk ledge; the class will look at the pictures. The pictures will be removed and a child will replace them as they were.
   2. Begin with 2 or 3 pictures, then gradually increase the difficulty of the task.
   3. Remove the pictures, place them on a table (for children who require a more difficult task, add one or two additional pictures, which were not on the chalk ledge with the pictures which were removed), say, "PUT THE PICTURES ON THE CHALK LEDGE, AS THEY WERE, (NAME OF CHILD)."
   4. Reinforcement--
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, assist with making the correction.

IV. Thinking Time
1. Using the Instructo 3-Dimensional Kit and the Overhead Projector, place overlay one on the basic (see Instructo presentation guide).
2. Place two identical shapes on the top half of the transparency. Example: Two squares, circles, triangles, rectangles or rabbits. Tell the class how they are alike as to color and shape.
3. Put one large triangle and one small triangle on the bottom half. Tell the children how these are different and how they are alike.
4. Place pairs of shapes on the overlay. If they are the same size, have the children put them in the top half. If they are of different sizes, have children put them in the bottom half.
5. Reinforcement--
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, assist in making the correction.

Lesson Plan - Low Level
Lesson #201 Date:________________

Purpose: (1) To respond to a series of verbal commands.
(2) To describe pictures or objects as to color, use, classification, and name.
(3) To match pictures and objects.
(4) To develop skills in discrimination of shapes, sizes, and colors.

Materials: PLDK Level-P pictures--Bear A-22, Deer A-24, Elephant A-25, Fox A-28, Lion A-30, Monkey A-31, Dress C-3, Shirt C-15, Shoes C-16, Chair H-3, Clock H-5, Record player H-10, Table H-16, Telephone H-17; Overhead projector; Instructo 3-Dimensional Visual Discrimination Kit; Materials for reinforcements.

I. Hear and Do Time
A. Following Instruction
1. Present and name the PLDK animal pictures (bear, deer, elephant, fox, lion, monkey). Encourage the class to say the names in unison.
2. Give a picture to a child, say, "PUT THE (NAME OF ANIMAL) (LOCATION)." Select simple locations such as under your chair, under the table, on the table, in the window, to another child, etc. Increase the task to include two or three pictures in different locations. Example: "PUT THE MONKEY IN THE WINDOW, PUT THE DEER UNDER YOUR CHAIR AND PUT THE ELEPHANT ON THE TABLE."
    a. For an incorrect response, assist in making correction.
    b. For a correct response, reinforce with praise and proceed to Expression.

B. Expression
  1. Following a correct response (I, 2), say, "WHAT DID YOU DO, (NAME OF CHILD)?" Encourage sentence responses.
  2. Reinforcement--
    a. For a correct response, reinforce with praise and a chip.
    b. For an incorrect response, phrase another question. Example: "WHERE DID YOU PUT THE (NAME OF OBJECT)?"

II. Describing Time
  1. Present the PLDK pictures (dress, shirt, shoes, chair, clock, record player, table, telephone). Name and describe each picture as to color, use and other general descriptions.
  2. Present one of the pictures, say, "TELL THE CLASS ABOUT THIS PICTURE, (NAME OF CHILD)."
    a. For each correct response, reinforce with a chip.
    b. To encourage additional responses, ask questions. Reinforce with praise, no chips.
    c. For incorrect responses, make correction.

III. Matching Time
  1. Present one of the following pictures: dress, shirt, shoes, chair, clock, record player, table, and telephone; say, "FIND ONE OF THESE IN THIS ROOM, (NAME OF CHILD)." (Be certain that all of the above items are in the room).
  2. Reinforcement--
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, assist with correction.

IV. Thinking Time
  1. Using the Instructo 3-Dimensional Kit and the Overhead Projector, place overlay one on the basic. (see Instructo guide)
  2. Place two identical shapes on the top half of the transparency. Tell the class how they are alike as to color and shape.
  3. Place one large figure and one small figure on the bottom half of the transparency. Tell the children how these are different and how they are alike.
  4. Place one shape on the top half of the overlay and a different shape on the lower half. Using a matching shape, demonstrate placing the matching shapes in the top half. Using a different shape from any on the basic, demonstrate putting different shapes on the lower half. Remove all the shapes.
  5. Follow the same procedure as in (IV, 4), place one shape on the top half of the overlay and a different shape on the lower half.

6. Give a shape which matches the shape on the top half to a child, say, "PUT THIS SHAPE BY ONE LIKE IT, (NAME OF CHILD)."
7. Give a shape different from any of the shapes, say, "PUT THIS SHAPE ON THE BOTTOM HALF OF THE BASIC, (NAME OF CHILD)."
8. Reinforcement--
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, make correction.

Lesson Plan - Low Level
Lesson #202 Date:____________________

Purpose: (1) To recall and execute a series of commands as given.
(2) To recall and verbalize the series of commands executed.
(3) To identify objects used by people of different occupations.
(4) To describe objects.
(5) To develop skills in discrimination of shapes, sizes, and colors.

Materials: PLDK Level - P pictures--Hair brush H-32, Comb H-35, Scissors H-39, Soap dish and soap H-40, Toothpaste and brush H-42, Bath towel H-43, Barber P-8, Fireman P-12, Fire truck U-8, Mailman P-14, Mail truck U-10, Astronaut P-19, Space capsule U-7, Cowboy P-21, Horse A-15, Policeman P-17, Police car U-3; Materials for reinforcement; Overhead projector; Instructo 3-Dimensional Visual Discrimination Kit.

I. Hear and Do Time
   A. Following Instructions
      1. Present and name the following PLDK pictures: hair brush, comb, scissors, soap dish and soap, toothpaste and brush and bath towel. Encourage the class to say the names in unison.
      2. Give a picture to a child, say, "PUT THE (NAME OF OBJECT) (LOCATION)." Select simple locations, such as under your chair, under or on the table, in the window, to another child, etc. Increase the task to include two or three pictures in different locations.
         a. For an incorrect response, assist in making correction.
         b. For an incorrect response, phrase another question. Example: "WHERE DID YOU PUT THE (NAME OF OBJECT)?"

II. Describing Time
   1. Present the PLDK pictures (hair brush, comb, scissors, soap dish and soap, toothpaste and brush, and bath towel). Name and describe each picture as to color, use and other general description.

2. Give a picture to a child, say, "TELL THE CLASS ABOUT THIS PICTURE, (NAME OF CHILD)." Encourage the child to hold the picture so the class can see it, or it may be necessary to ask the child to show and describe the picture to one child.
   a. For each correct response, reinforce with a chip.
   b. To encourage additional responses, ask questions. Reinforce with praise, no chips.
   c. For incorrect responses, make correction.

III. Matching Time (Objects used in various occupations)
   1. Present the PLDK Activity cards (barber, fireman, mailman, astronaut, cowboy, policeman). Name the pictures and encourage naming in unison.
   2. With the above activity cards on the chalk ledge, present and discuss the uses of the various occupations, as follows: Barber uses scissors. Fireman uses a fire truck. Mailman uses a mail truck. Astronaut uses a space capsule. Cowboy uses a horse. Policeman uses a police car.
   3. With the activity cards on the chalk ledge, give one of the pictured objects to a child, say, "FIND WHO WOULD USE THIS, (NAME OF CHILD)."
   4. Reinforcement--
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, give the picture to another child and repeat the instruction.

IV. Thinking Time
   1. Using the Instructo 3-Dimensional Kit and the Overhead Projector, place overlay one on the basic. (see Instructo guide)
   2. Place two identical shapes on the top half of the transparency. Tell the class how they are alike as to color and shape.
   3. Place one large figure and one small figure on the bottom half of the Transparency. Tell the children how these are different and how they are alike.
   4. Place one shape on the top half of the overlay and a different shape on the lower half. Using a matching shape, demonstrate placing the matching shapes in the top half. Using a different shape from any on the basic, demonstrate putting unlike shapes on the lower half. Remove all the shapes.
   5. Give two like shapes to a child, say, "PUT THESE LIKE SHAPES AT THE TOP, (NAME OF CHILD)."
   6. Give two unlike shapes to the child, say, "PUT THESE UNLIKE SHAPES AT THE BOTTOM, (NAME OF CHILD)."
   7. Reinforcement--
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, assist with correction.

Lesson Plan - Low Level
Lesson #203 Date:____________________

Purpose: (1) To recall and execute a series of commands as given.
(2) To recall and verbalize the series of commands executed.
(3) To identify objects used by people of different occupations.
(4) To describe objects and people.
(5) To develop skills in discrimination of colors.

Materials: PLDK Level - P pictures--Hair brush H-32, Comb H-35, Scissors H-39, Soap and soap dish H-40, Toothpaste and brush H-42, Bath towel H-43, Barber P-8, Fireman P-12, Fire truck U-8, Mailman P-14, Mail truck U-10, Astronaut P-19, Space capsule U-7, Cowboy P-21, Horse A-13, Policeman P-17, Police car U-3, Materials for reinforcement; Overhead projector; Instructo 3-Dimensional Visual Discrimination Kit.

I. Hear and Do Time

A. Following Instructions

1. Present and name the following PLDK pictures: hair brush, comb, scissors, soap dish and soap, toothpaste and brush, and bath towel. Encourage unison naming.

2. Place the seven pictures on the chalk ledge, say, "PUT THE (NAME OF OBJECT) (LOCATION), (NAME OF CHILD)." Select simple locations.

3. Reinforcement--

a. For a incorrect response, simplify the instruction, if the instruction appears too complex for the child. If the response is then correct, reinforce with praise, no chip.

b. For a correct response, reinforce with praise and proceed to Expression.

B. Expression

1. Following a correct response (I, A), say, "WHAT DID YOU DO, (NAME OF CHILD)?" Encourage sentence responses.

2. Reinforcement--

a. For a correct response, reinforce with praise and a chip.

b. For an incorrect response, phrase another question. Example: "WHERE DID YOU PUT THE (NAME OF OBJECT)?" "WHAT DID YOU PUT (LOCATION)?" Praise for a correct response to the question, but no chip.

II. Matching Time (Objects used in various occupations)

1. Present the PLDK Activity Cards (barber, fireman, mailman, astronaut, cowboy, policeman). Name the pictures and encourage naming in unison.

2. With the above activity cards on the chalk ledge, present and discuss the uses of the various occupations, as follows: Barber uses scissors. Fireman uses a fire truck. Mailman uses a mail truck. Astronaut uses a space capsule. Cowboy uses a horse. Policeman uses a police car.
3. With the activity cards on the chalk ledge, give one of the pictured objects to a child, say, "FIND WHO WOULD USE THIS, (NAME OF CHILD)."
   a. For an incorrect response, give the picture to another child and repeat the instruction.
   b. For a correct response, reinforce with praise and proceed to item 4.
4. Following a correct response (II, 3), say, "IF YOU WERE A (NAME THE OCCUPATION), YOU WOULD NEED WHAT?"
   a. For an incorrect response, show the pictures as the question is asked. If response is correct, reinforce with praise, no chip.
   b. For a correct response, reinforce with a chip.

III. Describing Time
1. Using the pictures (activity and object cards) Section II, Matching Time, name and describe each picture as to color, use and other general description.
2. Give a picture to a child, say, "TELL THE CLASS ABOUT THIS PICTURE, (NAME OF CHILD)." Encourage the child to hold the picture so the class can see it, or it may be necessary to ask the child to show and describe the picture to one child.
   a. For each correct response, reinforce with a chip.
   b. To encourage additional responses, ask questions. Reinforce responses to questions with praise, no chips.
   c. For incorrect responses, make corrections.

IV. Thinking Time
1. Using the Instructo 3-Dimensional Kit and the Overhead Projector, place overlays 1 and 2 down, so that four boxes appear on the screen.
2. Place a different colored circle in each box.
3. Give a child four additional, similarly-colored circles, say, "MATCH THE CIRCLES IN THE BOXES, (NAME OF CHILD)." In some cases, the shapes might be given one at a time.
4. Reinforcement--
   a. For each correct response, reinforce with a chip.
   b. For an incorrect response, assist with correction, reinforce with praise, no chip.

Lesson Plan - Low Level
Lesson #204

Date:____________________

Purpose: (1) To recall and execute a series of commands as given.

(2) To recall and verbalize the series of commands executed.
(3) To identify objects used by people of different occupations.
(4) To describe objects and people.
(5) To develop skills in discrimination of shape, size, and colors.

Materials: PLDK Level-P pictures--Boy P-2, Woman P-6, Girl P-7, Coat C-2, Dress C-3, Hat C-4, Pajamas C-11, Shoes C-16, Shoes C-17, PLDK #1 pictures--Slacks C-9, Shirt C-6, Gloves C-2, Purse C-20, Stockings C-23, Dress C-15, Sweeping A-13, Telephoning A-15, Hammering A-19, Raking A-27, Garbage man P-17, Broom H-2, Telephone H-33, Hammer H-4, Rake H-9, Garbage can H-3; Materials for reinforcement; Overhead projector; Instructo 3-Dimensional Visual Discrimination Kit.

I. Hear and Do Time

A. Following Instructions

1. Present and name the following PLDK pictures: boy, man, woman, girl, girl's coat, girl's dress, boy's hat, boy's pajamas, boy's shoes, girl's shoes, man's slacks, man's shirt, man's gloves, woman's purse, woman's stockings, woman's dress. Encourage unison naming.
2. First use the pictures of a boy, man, woman, and girl; give a picture to a child, say, "PUT THE (NAME OF PICTURE) (LOCATION), (NAME OF CHILD)." Select simple locations.
3. After the people have been placed in locations, give a picture of clothing to a child, say, "PUT THE(NAME OF PICTURE) (LOCATION WITH THE WEARER OF THE CLOTHING), (NAME OF CHILD)."
4. Reinforcement--
   a. For an incorrect response, simplify the instruction, if the instruction appears too complex for the child. If the response is then correct, reinforce with praise, no chip.
   b. For a correct response, reinforce with praise and proceed to Expression.

B. Expression

1. Following a correct response (I, A), say, "WHAT DID YOU DO, (NAME OF CHILD)?" Encourage sentence responses.
2. Reinforcement--
   a. For a correct response, reinforce with praise and a chip.
   b. For an incorrect response, phrase another questions. Example: "WHERE DID YOU PUT THE (NAME OF OBJECT)?" "WHAT DID YOU PUT (LOCATION)?" Praise for a correct response to the question, but no chip.

II. Matching Time (Objects used in various activities)

1. Present the PLDK Activity Cards (Sweeping, telephoning, hammering, raking, garbage man). Name the pictures and encourage naming in unison.
2. With the above activity cards on the chalk ledge, present and discuss the uses of the various activities, as follows: When sweeping you need a broom. When telephoning, you need a telephone. When hammering, you need a hammer. When raking, you need a rake. A garbage man needs a garbage can.
3. With the activity cards on the chalk ledge, give one of the pictured objects to a child, say, "FIND WHO WOULD USE THIS, (NAME OF CHILD)."
    a. For an incorrect response, give the picture to another child and repeat the instruction.
    b. For a correct response, reinforce with praise and proceed to item 4.
4. Following a correct response (II, 3), say, "IF YOU WERE (ACTIVITY), YOU WOULD NEED WHAT?"
    a. For an incorrect response, show the pictures as the question is asked. If response is correct, reinforce with praise, no chip.
    b. For a correct response, reinforce with a chip.

III. Describing Time

1. Using the pictures (activity and object cards) Section II, Matching Time, name and describe the pictures in pairs, such as telephoning and telephone.
2. Give two pictures (the activity card and object), say, "TELL THE CLASS ABOUT THESE PICTURES, (NAME OF CHILD)." Encourage the child to hold the pictures so the class can see them.
3. Reinforcement--
    a. For each correct response, reinforce with a chip.
    b. To encourage additional responses, ask questions. Reinforce response to questions with praise, no chips.
    c. For incorrect responses, make corrections.

IV. Thinking Time

1. Using the Instructo 3-Dimensional Kit and the Overhead Projector, place overlays 1 and 2 down, so that four boxes appear on the screen.
2. Use two different color circles and two different color squares; place one in each box.
3. Give a child four additional plastic shapes, similarly colored circles (2) and squares (2), say, "MATCH THE CIRCLES AND SQUARES IN THE BOXES, (NAME OF CHILD)." (In some cases, the shapes might be given one at a time).
4. Reinforcement--
    a. For each correct response, reinforce with a chip.
    b. For an incorrect response, assist with correction, reinforce with praise, no chip.

Lesson Plan - Low Level
Lesson #205 Date:____________________

Purpose: (1) To recall and execute a series of commands as given.
(2) To recall and verbalize the series of commands executed.
(3) To identify animals of like species, but of different appearance.
(4) To develop skills of discrimination of shape, size and color.
(5) To describe pictures.

Materials: PLDK Level-P pictures--(Family): Bears K-1, Birds K-2, Cats K-3, Chickens K-4, Cows (cattle) K-5, Dogs K-6, (animals): Bear A-22, Cub A-23, Bird A-1, Cat A-5, Kittens A-15, Chick A-6, Hen A-12, Rooster A-19, Calf A-4, Cow A-8, Dog A-9, Puppy A-18; Overhead Projector; Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials.

I. Tell and Do Time
  A. Following Instructions
    1. Present and name the PLDK Family Cards K-1 through K-6. Provide opportunity for each child to examine and discuss each family card. Each child might be given one of the family cards, then following examination, exchanges could be made.
    2. Present and name the animal cards: bear, bear cub, bird, cat, kittens, chick, hen, rooster, calf, cow, dog and puppy.
    3. Give any one of the above cards to a child, say, "PUT THE (NAME OF CARD) (LOCATION), (NAME OF CHILD)." (Select simple locations.)
    4. Reinforcement--
      a. For an incorrect response, give another child the same instructions.
      b. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT DID YOU DO, (NAME OF CHILD)?" Encourage sentence responses.
    2. Reinforcement--
      a. For a correct response, reinforce with praise and a chip.
      b. For an incorrect response, phrase another question. Example: "WHERE DID YOU PUT THE (NAME OF OBJECT)?" "WHAT DID YOU PUT (LOCATION)?" Praise a correct response to the question, but no chip.

II. Matching Time
  1. Place individual animal pictures in family groups on the chalk ledge. Example: Bear A-22 and Cub A-23; Chick A-6, Hen A-12, Rooster A-19; or Calf A-4, Cow A-8.

2. Present a family picture which corresponds with the individual pictures on display (Example: If the bear A-22 and cub A-23 are on the chalk ledge, present Family of Bears K-1), say, "GIVE ME ALL THE ANIMALS LIKE THESE, (NAME OF CHILD)."
3. Reinforcement--
   a. For a correct response of all pictures, reinforce with a chip for each picture. Stress for the benefit of the child reinforced and the other children that a chip is given for each picture. Example: "THIS CHIP IS FOR THE_________, AND THIS CHIP IS FOR THE________."
   b. If not all the pictures are given, reinforce with praise, but no chips.

III. Thinking Time
1. Using the Instructo 3-Dimensional Kit and the Overhead Projector, place overlays 1 and 2 down, so that four boxes appear on the screen.
2. Place a truck, a rabbit, an arrow and a rectangle in each of the four boxes.
3. Give a child a truck, rabbit, arrow, and rectangle, say, "PUT ONE OF THESE IN A BOX WITH ONE LIKE IT." (In some cases, the shapes may be given one at a time.)
4. Reinforcement--
   a. For each correct response, reinforce with a chip. Stress for the benefit of the child reinforced and the other children that a chip is given for each shape matched. Example: "HERE IS A CHIP FOR THE__________. ETC."
   b. For an incorrect response, assist with correction, reinforce with praise, no chip.

IV. Describing Time
1. Present one of the PLDK Family pictures to a child, say, "SHOW THIS PICTURE TO THE CLASS AND TELL ABOUT IT." (When necessary, assist the child in standing to the side of picture and pointing to each item as described.)
2. Reinforcement--
   a. For each correct response, reinforce with a chip.
   b. To encourage additional response, ask questions. Reinforce with praise only.

Lesson Plan - Low Level
Lesson #206

Date:____________________

Purpose:
(1) To recall and execute a series of commands as given.
(2) To recall and verbalize the series of commands executed.
(3) To identify animals of the like species, but of different appearance.
(4) To develop skills of discrimination of shape, size and color.
(5) To describe pictures.

Materials: PLDK Level P--pictures--(Family); Ducks X-7, Fish X-8, Frogs X-9, Horses X-10, Pigs X-11, Sheep X-12, (Animals); Duck A-10, Duckling A-11, Fish A-27, Frog A-29, Colt A-7, Horse A-13, Pig (Hog) A-16, Pig (Piglet) A-17, Lamb A-15, Sheep A-20; Overhead Projector; Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials.

I. Tell and Do Time
  A. Following Instructions
    1. Present and name the PLDK Family Cards X-7 through X-12. Provide opportunity for each child to examine and discuss each family card. Each child might be given one of the family cards, then following examination, exchanges could be made.
    2. Present and name the animal cards: duck, duckling, fish, frog, colt, horse, pig (hog), pig (piglet), lamb, and sheep.
    3. Give any one of the above cards to a child, say, "PUT THE (NAME OF CARD) (LOCATION), (NAME OF CHILD)." (Select simple locations.)
    4. Reinforcement--
      a. For an incorrect response, give another child the same instructions.
      b. For a correct response, reinforce with praise and proceed to Expression.
  B. Expression
    1. Following a correct response (I, A), say, "WHAT DID YOU DO, (NAME OF CHILD)?" Encourage sentence responses.
    2. Reinforcement--
      a. For a correct response, reinforce with praise and a chip.
      b. For an incorrect response, phrase another question. (For example see L. #205, (B, 2, b).

II. Matching Time
  1. Place individual animal pictures in family groups on the chalk ledge. Example: Duck A-10 and duckling A-11, Horse A-13 and colt A-7, Hog A-16 and pig A-17, Sheep A-20 and lamb A-15.
  2. Present a family picture which corresponds with the individual pictures on display (see example L. #205), say, "GIVE ME ALL THE ANIMALS LIKE THESE, (NAME OF CHILD)."
  3. Reinforcement--
    a. For a correct responce of all pictures, reinforce with a chip for each picture. Stress that a chip is given for each picture. Example: "THIS CHIP IF FOR THE________, ETC."
    b. If not all the pictures are given, reinforce with praise, but no chips.

III. Thinking Time
1. Using the Instructo 3-Dimensional Kit and the Overhead projector, place overlays 1 and 2 down, so that four boxes appear on the screen.
2. Place a truck, an arrow, a triangle, and a rectangle in each of the four boxes.
3. Give a child a truck, arrow, triangle and rectangle, say, "PUT ONE OF THESE IN A BOX WITH ONE LIKE IT. (In some cases, the shapes may be given one at a time.)
4. Reinforcement--
    a. For each correct response, reinforce with a chip.
    b. To encourage additional responses, ask questions. Reinforce with praise only.

Lesson Plan - Low Level
Lesson #207 Date:________________

Purpose: (1) To give instructions.
(2) To identify animals of like species, but of different appearance.
(3) To develop skills of discrimination of shape and size.
(4) To describe pictures.

Materials: PLDK Level-P pictures--(Family): X-1 through X-12, (Animals) A-22, A-23, A-1, A-5, A-14, A-6, A-12, A-19, A-4, A-8, A-9, A-18, A-10, A-11, A-27, A-29, A-7, A-13, A-16, A-17, A-15, and A-20; Overhead Projector; Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials.

I. Talking Time (Giving Instructions)
1. Hold one of the family pictures X-1 through X-12, say, "WHERE SHALL I PUT THE PICTURE OF THE (NAME OF FAMILY), (NAME OF CHILD)?"
2. Reinforcement--
    a. When a child responds with appropriate directions, follow the instructions, reinforce with a chip and comment, "THIS CHIP IS FOR TELLING ME WHERE TO PUT THE (FAMILY PICTURE)."
    b. If a child fails to respond, say, "SHALL I PUT THE PICTURE (LOCATION) OR (LOCATION)?" Simple locations as under a chair, or table, in the window, etc.

II. Matching Time
1. Place any five of the animal pictures on the chalk ledge.
2. Making certain that it contains at least one of the pictures on the chalk ledge, present a family picture, say, "GIVE ME THE ANIMALS LIKE THESE, (NAME OF CHILD)."
3. Reinforcement--
    a. For each correct response, reinforce with a chip for each picture. Stress that a chip is given for each picture.

b. If a child fails to find all of the pictures, ask another child to find a picture like one in the family group.

c. If a child fails to respond to the instruction given in (II, 2), point to one of the animals in the family picture, say, "GIVE ME AN ANIMAL LIKE THIS", OR "GIVE ME A (NAME OF ANIMAL) LIKE THIS." For a correct response, reinforce with praise, but no chip.

III. Thinking Time (Matching)

1. Using the Instructo Kit and Overhead Projector, place overlay one down, so that the transparency is divided in half by a horizontal line.
2. Place three triangles (large, middle and small size) in descending order just above the horizontal line on the transparency.
3. Give three triangles (large, middle and small) to a child, say, "PUT THE TRIANGLES JUST LIKE THESE."
4. Reinforcement--
   - a. For a correct response, reinforce with one chip.
   - b. For an incorrect response, assist in making correction.

IV. Describing Time

1. Present one of the PLDK Family pictures to a child, say, "SHOW THIS PICTURE TO THE CLASS AND TELL ABOUT IT."
2. Reinforcement--
   - a. For each correct response, reinforce with a chip.
   - b. To encourage additional responses, ask questions. Reinforce with praise, only.

Lesson Plan - Low Level
Lesson #208 Date:______________________

Purpose: (1) To recall and execute a series of commands as given.
(2) To recall and verbalize the commands executed.
(3) To identify object of like categories, but of different appearance.
(4) To develop skills of discrimination of shape and size.
(5) To describe pictures.

Materials: PLDK Level-P pictures--(Rooms): Basement X-15, Bathroom X-16, Bedroom X-17, Kitchen X-19, Living room X-20, (Household): Chair H-3, Refrigerator H-11, Sink H-13, Stove H-15, Table H-16, Lamp H-8, Sofa H-14, TV H-18, Bed H-2, Chest of drawers H-4, Clock H-5, Radio H-9, Telephone H-17, Bath towel H-43; Washing machine H-21, scrub brush H-33, Bucket H-34, Map H-38; (Toy): Ball T-2, Skates T-25, Bicycle T-4, Sled T-27; Overhead projector; Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials.

I. Tell and Do Time
   A. Following Instructions
      1. Present and name the PLDK Room Cards (basement, bathroom, bedroom, kitchen, living room. Provide opportunity for each child to examine and discuss each room card.
      2. Give any one of the room cards to a child, say, "PUT THE (NAME OF CARD) (LOCATION), (NAME OF CHILD)."
      3. Reinforcement--
         a. For an incorrect response, give another child the same instructions.
         b. For a correct response, reinforce with praise and proceed to Expression.
   B. Expression
      1. Following a correct response (I, A), say, "WHERE DID YOU PUT THE (NAME OF CARD), (NAME OF CHILD)?"
      2. Reinforcement--
         a. For a correct response, reinforce with praise and a chip.
         b. For an incorrect response, ask another child where the picture was put.

II. Matching Time
   1. Arrange the household and toy cards according to rooms. Some items, such as table and chair, will be in both the kitchen and the living room.
   2. Place one of the room cards on the chalk ledge. Present one of the household or toy cards, say, "SHOW US ONE OF THESE IN THE (ROOM PICTURE), (NAME OF CHILD)."
   3. Reinforcement--
      a. For a correct response, reinforce with a chip; if the object is also named, reinforce with another chip.
      b. For an incorrect response, name the object and request the child to show or point to the object. Reinforce a correct response with praise, no chip.

III. Thinking Time (Matching)
   1. Using the Instructo Kit and Overhead Projector, place overlay one down, to divide the transparency by a horizontal line.
   2. Place three rectangles (large, middle, and small size) in descending order below the horizontal line on the transparency.
   3. Give three rectangles (large, middle, and small) to a child, point to the area above the horizontal line, say, "PUT THE RECTANGLES JUST LIKE THE ONES BELOW THE LINE."
   4. Reinforcement--
      a. For a correct response, reinforce with one chip.
      b. For an incorrect response, direct the request to another child.

IV. Describing Time
  1. Present one of the PLDK Room pictures to a child, say, "SHOW THIS (NAME OF ROOM) PICTURE TO THE CLASS AND TELL ABOUT IT."
  2. Reinforcement--
    a. For each correct response, reinforce with a chip. Encourage sentence responses.
    b. To encourage additional responses, ask questions. Reinforce these responses with praise, no chip.

Lesson Plan - Low Level
Lesson #209 Date:____________________

Purpose: (1) To recall and execute a series of commands as given.
(2) To recall and verbalize the commands executed.
(3) To identify objects of like categories, but of different appearance.
(4) To develop skills of discrimination of discretion; also to determine which are the same and which are different as to direction.
(5) To identify the room location of furniture.

Materials: Same materials as used in Lesson #208.

I. Tell and Do Time
  A. Following Instructions
    1. Present and name some of the more unfamiliar household and toy objects.
    2. Present one of the household or toy objects, say, "WHERE SHALL I PUT THE (NAME OF OBJECT), (NAME OF CHILD)?"
    3. Reinforcement--
      a. For an acceptable response, follow the instruction and reinforce with a chip. Encourage sentence responses.
      b. If the response is not acceptable, direct the question to another child.
  B. Expression
    1. Following the placing of a picture as instructed (A, 2), say, "WHERE DID I PUT THE PICTURE, (NAME OF CHILD)?"
    2. Reinforcement--
      a. For an acceptable response, repeat the statement with, "YES I DID PUT THE (NAME OF PICTURE), (LOCATION)." Reinforce with a chip.
      b. For an unacceptable response, direct the question to another child.

II. Matching Time
  1. Arrange the household and toy cards according to rooms. Some items, such as table and chair, will be in both the kitchen and the living room.

2. Select three object pictures found in a room, and two not found in that room, place the five object pictures on the chalk ledge.
3. Select the room picture for which the three object pictures were selected. Hold up the room picture, say, "FIND ALL THE FURNITURE AND/OR TOYS IN THIS PICTURE, (NAME OF CHILD)." Example: Select a refrigerator, sink, stove, bed, and bathtub, then present the kitchen picture.
4. Reinforcement--
    a. If only the objects found in the room picture are selected, reinforce with a chip for each object.
    b. If an object not found in the picture is selected, reinforce with praise only for the correct responses, no chips. Direct attention to the incorrect selections.

III. Thinking Time (Matching)
1. Using the Instructo Kit and Overhead Projector, place overlay one down, to divide the transparency by a horizontal line.
2. Place the 4 trucks on the horizontal line, three trucks in the same direction and one in the opposite direction.
3. Say, "MAKE THE TRUCKS GO THE SAME WAY (DIRECTION), (NAME OF CHILD)."
4. Reinforcement--
    a. For a correct response, reinforce with a chip.
    b. For an incorrect response, assist with making correction.

IV. Question Time
1. Present and name the five room pictures.
2. Explain to the class that they will be shown a picture of furniture, then someone will tell in which room it is found. Demonstrate and explain, for example, if a bathtub is shown, then the answer would be the bathroom.
3. Present a household picture, say, "IN WHAT ROOM WOULD YOU FIND THE (NAME OF OBJECT), (NAME OF CHILD)?"
4. Reinforcement--
    a. For a correct verbal response, reinforce with a chip.
    b. For a pointing response, encourage with a question as to what room is that? Reinforce a correct response with praise, no chip.
    c. For an incorrect response, direct the question to another child.

Lesson Plan - Low Level
Lesson #210 Date:____________________

Purpose: (1) To identify and assemble parts of the manikin's body.
(2) To identify parts of the child's body from the component parts of the manikin.

(3) To identify boy's clothing and girl's clothing.
(4) To develop skills of discrimination of direction; also, to determine which are the same and which are different as to direction.

Materials: PLDK Level-P Disassembled Manikin, Solid Manikin with boy's clothes and girl's clothes; Overhead projector; Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials; Large PLDK Case.

I. Vocabulary Building Time
A. Identification
1. Using the PLDK Disassembled Manikin and Large PLDK Case, assemble the manikin as a boy or a girl.
2. With questions obtain as much voluntary assistance in naming and location of the body part as the class is able to supply.
3. Reinforcement--
a. For each acceptable response, reinforce with a chip.
b. For an incorrect response, make correction.
4. Disassemble the manikin. Place the parts in random order on the other half of the PLDK case or on a metal weight surface.
5. Request various body parts.
6. For each correct response, reinforce with praise, such as, "YES, THIS IS THE (BODY PART)." Proceed to Expression.
B. Expression
1. Following a correct response (A, 5), say, "TELL THE CLASS WHAT THIS IS."
2. Reinforcement--
a. For a correct response, reinforce with praise and a chip.
b. For an incorrect response, direct the request to another child.

II. Matching Time
1. Using the Disassembled Manikin Body Parts, present and name one of the parts.
2. Then point to the corresponding part of your body, say, "THIS IS MY (NAME OF BODY PART)."
3. Encourage the class to point to the part of the body, and say, in unison, "THIS IS MY (NAME OF BODY PART)."
4. Hold up a body part, say, "THIS IS A (NAME OF BODY PART)." "STAND UP AND POINT TO YOUR (BODY PART), (NAME OF CHILD)."
5. Reinforcement--
a. For a correct response, reinforce with a chip, and "YES, THAT IS YOUR (BODY PART)."
b. For an incorrect response, direct the instruction to another child.

III. Activity Time

1. Using the Solid Manikins and Clothing, name the items of clothing as the manikins are dressed for various occasions, such as, for bed, for swimming, for play in cold weather, for play in warm weather, etc.
    - a. Provide opportunity for unison response to name the clothing.
    - b. (Optional) Place the manikins on the area where the light from the Overhead Projector shines on the wall area, without anything on the Overhead Basic, turn on the overhead projector, turn off the room light, so that the focus of attention may center on the manikins.
2. Give an item of clothing to a child, say, "PUT THE (ITEM OF CLOTHING) ON THE GIRL (OR BOY), (NAME OF CHILD)."
3. Reinforcement--
    - a. For a correct response, reinforce with a chip and praise.
    - b. For an incorrect response, assist with making correction.

IV. Thinking Time

1. Using the Instructo Kit and Overhead Projector, place overlay one down, to divide the transparency by a horizontal line.
2. Place the 4 rabbits on the horizontal line, three rabbits in the same direction and one in the opposite direction.
3. Say, "PUT THE RABBITS SO ALL WILL FACE THE SAME DIRECTION, (NAME OF CHILD)."
4. Reinforcement--
    - a. For a correct response, reinforce with a chip.
    - b. For an incorrect response, assist with making correction.

Lesson Plan - Low Level
Lesson #211

Date:____________________

Purpose:
(1) To identify parts of the child's body from the component parts of the manikin.
(2) To identify boy's clothing and girl's clothing.
(3) To give a command concerning the boy's and girl's clothing.
(4) To develop skills of discrimination of direction; also, to determine which are the same and which are different as to direction.

Materials: PLDK Level-P Disassembled Manikin, Solid Manikin with boy's clothes and girl's clothes; Large PLDK Case; Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials.

I. Vocabulary Building Time
- A. Identification
  - 1. Place the disassembled manikin parts in random order on half of the PLDK case or on a metal upright surface.
  - 2. Say, "GIVE ME THE (NAME OF BODY PART), (NAME OF CHILD)."
  - 3. Reinforcement--
    - a. For an incorrect response, say, "THIS IS THE (NAME OF PART), I ASKED FOR THE (NAME OF PART)." Direct the same request to another child.
    - b. For a correct response, reinforce with praise, and proceed to Expression.
- B. Expression
  - 1. Following a correct response (A, 2), say, "TELL THE CLASS WHAT THIS IS."
  - 2. Reinforcement--
    - a. For a correct response, reinforce with praise and a chip.
    - b. For an incorrect response, direct the request to another child.

II. Matching Time
- 1. Present a disassembled manikin body part, say, "THIS IS A (NAME OF BODY PART). STAND UP AND POINT YOUR (BODY PART), (NAME OF CHILD)."
- 2. Variations suggested for this exercise would include:
  - a. Requesting a child to point to the body part of another child.
  - b. Requesting a child to follow the selection and requesting some member of the class to point to a body part as in (II, 1).
- 3. Reinforcement--
  - a. For a correct response, reinforce with a chip.
  - b. For an incorrect response, make correction.

III. Talking Time (Giving Instructions)
- 1. Place a solid manikin on the PLDK case, say, "WHAT CLOTHING SHALL I PUT ON THE BOY (OR GIRL), (NAME OF CHILD)?" When needed, present an item or items of clothing while the question is phrased.
- 2. Reinforcement--
  - a. For an acceptable response, reinforce with a chip.
  - b. For an unacceptable response, direct the question to another child.

IV. Thinking Time
- 1. Using the Instructo Kit and Overhead Projector, place overlay one down, to divide the transparency by a horizontal line.

2. Place the 4 arrows pointing the same direction, below the horizontal. Explain that the arrows point (to the right) the way the rabbits and trucks are to go. But, sometimes a rabbit or a truck goes the wrong direction; so everyone must look for something going the wrong direction. (Demonstrate as explaining concerning the parade. Place two trucks and two rabbits on the horizontal line for demonstration.)
3. On the horizontal line, place two trucks and two rabbits, one turned the opposite direction that the arrows, below the line, are pointing. Say, "MAKE ALL THE TRUCKS AND RABBITS GO THE SAME DIRECTION, (NAME OF CHILD)."
4. Reinforcement--
   a. For a correct response, reinforce with a chip.
   b. For an incorrect response, direct the instruction to another child.

Lesson Plan - Low Level
Lesson #212 Date:____________________

Purpose: (1) To develop skills of discriminating facial appearance.
(2) To increase memory span for auditory sequences.
(3) To develop skills of discrimination of direction; also, to determine which are the same and which are different as to direction.
(4) To imitate facial expressions as pictured.

Materials: PLDK Level-P Facial Discrimination Cards (D-1a through D-10a and D-1b through D-10b); Instructo 3-Dimensional Discrimination Kit; Reinforcement Materials.

I. Describing Time
   A. Identification
      1. Present and describe Facial Cards D-1a, face smiling, short hair; D-2a, face frowning, short hair; D-6a, face smiling, right eye closed, short hair; D-7a face smiling, both eyes closed, short hair; D-8a, face frowning, both eyes closed, short hair.
      2. Place the above five Facial Cards on the chalk ledge.
      3. Have available the matching Facial Cards D-1b, D-2b, D-6b, D-7a, and D-8a.
      4. Give a matching (D, b) card to a child, say, "FIND A (DESCRIBE THE CARD) LIKE THIS."
      5. Reinforcement--
         a. For a correct response, reinforce with a chip and a discussion as to how the pictures are alike.
         b. For an incorrect response, direct the request to another child.
   B. Identification

1. Following the same procedure as in (I, A) present and describe Facial Cards D-3a, face smiling, long hair; D-4a, face frowning, long hair; D-5a, face smiling, right eye closed, long hair; D-9a, face smiling, both eyes closed, long hair; D-10a, face frowning, both eyes closed, long hair.
2. Place the above five Facial Cards on the chalk ledge.
3. Have available the matching Facial Cards D-3b, D-4b, D-5b, D-9b, and D-10b.
4. Give a matching (D-b) card to a child, say, "FIND A (DESCRIBE THE CARD) LIKE THIS."
5. Reinforcement--
   a. For a correct response, reinforce with a chip and a discussion as to how the pictures are alike.
   b. For an incorrect response, direct the request to another child.

II. Memory Time

A. Visual Memory
   1. Using the Instructo Kit and Overhead Projector, with Overlay No. 1 down, place two or three plastic shapes (Example: truck, rabbit, and arrow) on the horizontal line. Direct the class to look at the arrangement.
   2. Remove the plastic shapes, say, "PUT THE SHAPES LIKE THEY WERE, (NAME OF CHILD)."
   3. Reinforcement--
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, provide a second opportunity to see the arrangement and a trial. If correct response, reinforce with praise, no chip. If incorrect response, provide another child with an opportunity to respond with a different arrangement.

B. Auditory Memory
   1. Using the Instructo Kit and Overhead Projector, with Overlay No. 1 down, place two or three plastic shapes (Example: truck, rabbit, and arrow) on the horizontal line. Direct the class to look at the arrangement.
   2. Remove the plastic shapes, say, "PUT THE SHAPES LIKE THEY WERE, (NAME OF CHILD)."
   3. Reinforcement--
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, provide a second opportunity to see the arrangement and a trial. If correct response, reinforce with praise, no chip. If incorrect response, provide another child with an opportunity to respond with a different arrangement.

B. Auditory Memory
   1. Place Overlay No. 1 and No. 3 down. Instruct the class that they will be told to put the shapes in order. (Example: If you say, "TRUCK AND RABBIT," the order will be from left to right, demonstrate this order in the squares.)
   2. Place the shapes--truck, rabbit, and arrow, on a table or the lower part of the Overhead Projector, say, "PUT THE TRUCK IN THE FIRST BOX, AND PUT THE RABBIT IN THE SECOND BOX, (NAME OF CHILD)."
   3. Reinforcement--
      a. For a correct response, reinforce with a chip.
      b. For an incorrect response, provide a second opportunity to see the arrangement and a trial. If correct response, reinforce with praise, no chip. If incorrect response, provide another child with an opportunity to respond with a different arrangement.

III. Thinking Time
   1. Using the Instructo Kit and Overhead Projector, place overlay one down, to divide the transparency by a horizontal line. Explain that the arrows point (to the right) the way the rabbits and trucks are to go. But, sometimes a rabbit or a truck goes the wrong direction; so everyone must look for something going the wrong direction. (Demonstrate as explaining concerning the parade. Place two trucks and two rabbits on the horizontal line for demonstration.)
   2. On the horizontal line, place two trucks and two rabbits, one turned facing the left, the others facing to the right, as the arrows are pointing; say, "WHICH (OBJECT) IS GOING THE WRONG DIRECTION, (NAME OF CHILD)?"
   3. Reinforcement--
      a. For a correct response, reinforce with a chip and provide opportunity for the child to correct the object turned the wrong direction.
      b. For an incorrect response, direct the question to another child.

IV. Activity Time
   1. Using Facial Cards (D-5a, D-7a, D-8a, D-9a, D-10a), demonstrate the various facial expressions as seen on the cards.
   2. Present a Facial Card to a child, say, "LOOK AT THE CARD, THEN DO WHAT THIS FACE LOOKS LIKE." (Give a "long hair" to a girl and a "short hair" to a boy.)
   3. Reinforcement--
      a. For each correct response, reinforce with a chip.
      b. For an incorrect response, assist with making correction.